

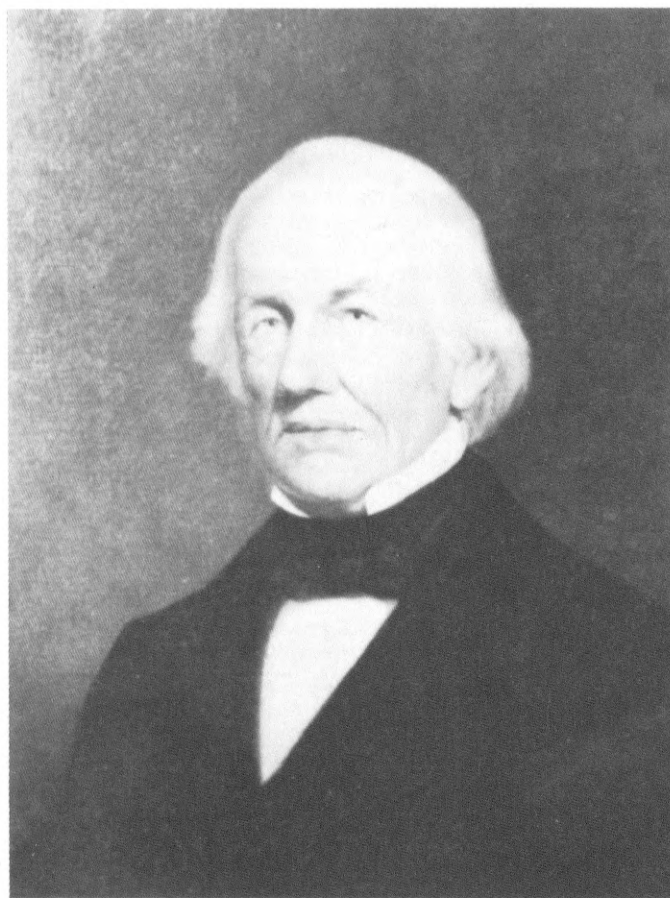
THE
DEAF
AMERICAN

The National Magazine for all the Deaf

75¢ Per Copy

MARCH 1980

LAURENT CLERC:
America's Pioneer Deaf
Teacher



This is a photo of an oil painting of Laurent Clerc by John Carlin. This painting is owned by the All Souls' Mission to the Deaf of Philadelphia. A few years ago it was restored through the Gallaudet College Alumni Association Clerc Cultural Fund.

The Editor's Page

Captioning—Past, Present and Future

Closed captioning, using Line 21, makes it debut this month—at least for those deaf viewers who have obtained and installed decoders purchased from Sears, Roebuck and Co. The first programs captioned by the National Captioning Institute, Inc., include: The ABC Sunday Night Movie, Barney Miller, Las Vegas, Eight Is Enough, Disney's Wonderful World, the NBC Monday Night Movie, the NBC Friday Night Movie, Once Upon a Classic, Masterpiece Theatre, 3-8-1 Contact, Mystery! and Nova.

The participating networks and other program originators will encourage use of a stylized, miniature TV set as a symbol in advertisements and program listings to identify TV shows with closed captioning. As is the case with all network programs, some captioned shows may be unavailable locally due to station schedules and priorities.

With the advent of closed captioning, one is reminded of what has happened in the past—silent movies in particular were the vehicle for over three decades. Captions were **not** dubbed in but were shown as separate frames. The time element—the exposure—was not geared to the action. Whole paragraphs—with appropriate embellishments—could be flashed on the screen. For comedies, the captions were sometimes outlandish but highly entertaining.

Then came the foreign films with English subtitles. In our larger cities—or in college settings—these foreign films were a boon to the deaf for something like two decades. A few such programs are still available.

Next came our Captioned Films—limited and not too polished at the outset in the late 1950's. Production increased along with the demand for more diversified fare. Educational captioned films also came into being. Present demand is as strong, if not stronger than ever.

In the late 1960's and early 1970's local television newscasts and other a few national programs were captioned. For some presentations, sign language interpreters were used. Then came the Captioned ABC Evening News produced by WGBH-Boston and aired

by numerous local Public Broadcasting Service stations. Local stations began, about the same time, to give more attention to weather alerts, using "trailers" across the bottom of the screen or other visual information.

Efforts to reserve Line 21 met opposition before the final decision of the Federal Communications Commission that set into motion the chain of events leading up to development and field testing of the decoder—and the creation of the National Captioning Institute. ABC, NBC and PBS eventually agreed to begin showing captioned programs this March.

Over the years, and before captioning became a big thing, sports presentations pioneered with captions for identification purposes. More and more information was offered visually on live programs.

Someday, somebody, somewhere will write a book on this subject. The details abound for chapter after chapter, giving credit where due. The efforts of the deaf themselves will be recorded for future generations.

Now as for the future: Programs to be captioned are available from the producer weeks, and sometimes months, in advance. Live captioning is and will continue to be a challenge. Simultaneous printing of the spoken word is a technical problem of great magnitude. We, however, live in an age of advanced computer technology; the ultimate know-how seems to be just a few years away.

* * *

With decoders and programs available, will deaf TV audiences take advantage of them right away? It took several years for teletypewriters and other telecommunications devices to catch on, and the number currently in use certainly does not reflect the number of potential beneficiaries.

Perhaps the cost of TDD's is the reason why more are not in use. Perhaps the deaf have managed to do without the telephone so long that they continue to manage somehow.

Perhaps the entertainment and information offered by closed captioning will parallel what has happened among the hearing population—television sets are often found where there are no telephones.

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Laurent Clerc: America's Pioneer Deaf Teacher

By LOY GOLLADAY*

Since 1817, the hearing impaired in this country have had many outstanding leaders and teachers who were themselves deaf. With the 100th anniversary of the NAD coming up, deaf Americans have new reason to be interested in their heritage. And it is about time for a reappraisal of the role of one of the most influential persons in the history of the American deaf—Laurent Clerc.

Thomas Hopkins Gallaudet brought Clerc from France in 1816 to help start America's first permanent school for the deaf, in Hartford, Connecticut. This is rather well-known, but not many people—deaf or hearing—know how much Clerc did, directly or indirectly, to interest the United States Congress, various state legislatures and hearing people in general in making this first effort successful.

When the American School for the Deaf opened April 15, 1817, Clerc was Gallaudet's guide and teacher. He organized the courses, tested and placed the new students. Over the years he gave lessons to many others in how to teach the deaf.

Perhaps most important of all, he brought us our sign language, which today thousands of hearing people are learning, because it's a beautiful, expressive and fascinating way to communicate.

A year after opening, the new school was overcrowded with poor and uneducated deaf students. These ranged from 10 or 12 years of age to as old as 51 years. Very few could pay their way and the future looked dark. Classroom and living space, food and teachers' salaries had to be paid for somehow.

Clerc had already solved the problem of how to teach and communicate with the deaf. The problem of support was now at a crisis. Laurent Clerc was the most influential person in getting this support so that the school did not have to close.

But let us start at the beginning of this fascinating story.

* * *

The home of the mayor of LaBalme, France, was made joyful by the arrival of a baby son on December 26, 1785. LaBalme is 26 miles east of Lyons, in southeastern France, not far from the Swiss border. Mayor Joseph Francis Clerc and his good wife named the new



Professor Loy Golladay delivering the dedication address for the Laurent Clerc Dormitory (for older girls) at the American School for the Deaf, West Hartford, Connecticut, in March 1977. The two people seated at the right are cousins and descendants of Clerc.

baby Laurent, in honor of a favorite uncle. He also had a long string of other names, but we will not bother with them here.

The Clerc family was of some importance, for the eldest sons for 300 years had held the office of *tubelion*, or king's commissary. Clerc's mother's father was also a magistrate in a nearby community.

No doubt a great deal was expected of the new son. In those days in France, few common people learned to read or write, but the Clercs not only could do that, but knew common law.

When little Laurent was about a year old, somehow he fell into the kitchen fireplace and was severely burned on his right cheek. Clerc's name-sign comes from the resulting scar—the first two fingers of the right hand brushed down the right cheek near the mouth.

When Clerc recovered from the fever which followed, it was discovered that he was deaf and had lost the sense of smell. It seemed Laurent could never expect to follow his father in office, or learn to read or write! For most deaf children in those days were unable to get any education.

While Laurent Clerc was growing up, there was much confusion and political unrest in France. The people rebelled against unfair rulers and poor living conditions. Many noblemen lost their

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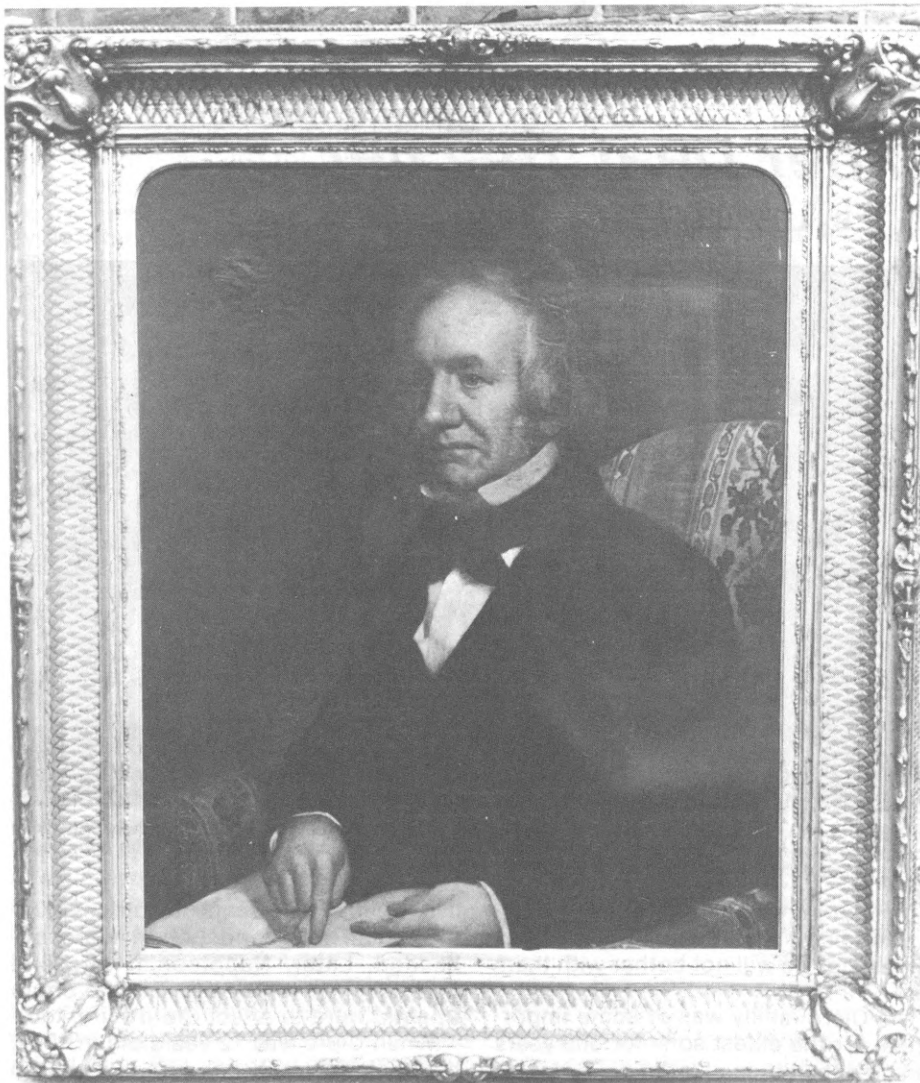
lives or had to escape to other countries. The king and queen were beheaded. Later, Napoleon's wars and final exile to a lonely island in the South Atlantic were to affect Clerc's life, too.

When Clerc was 12 years old in 1797, his uncle Laurent took him to Paris, to the Royal Institution for the Deaf. This school had been founded by the Abbe Charles Michel de l'Epee about 1760. It was then headed by the Abbe Roche-Ambroise Sicard. Clerc's first teacher was Jean Massieu—a brilliant deaf man who would become Clerc's lifelong friend.

When Clerc arrived at the school, the Abbe Sicard was in prison. It was expected that he would be put to death, because he was a priest, and most priests supported the king. Led by Jean Massieu, the deaf pupils of the school took a letter to the court, begging that their teacher be freed to teach them. This saved Sicard's life. Another time, Sicard also had a narrow escape from death at the hands of a mob.

Clerc proved to be a hard-working student. Besides his school subjects, he learned drawing and the printing trade. After only eight years as a pupil, Clerc was chosen to be a teacher. When Gallaudet arrived in France in 1816, Clerc was teaching the highest class in the school and was Sicard's chief assistant.

During this time, things were happening in America that would change



The Kentucky School for the Deaf has a painting of Clerc, from life, by John Carlin. (Photo by Charles A. Thomas)

Clerc's life. The poor deaf French village boy would become the key person to open the minds of thousands and thousands of deaf Americans who were not yet born.

In Hartford, Connecticut, Alice Cogswell, aged two, became deaf from a fever. Her father, Dr. Mason Fitch Cogswell, was a pioneer in operating on blind people for cataracts. He knew that no doctor could give Alice back her hearing. Instead, he began to think of how to start a school for Alice and others like her.

A young neighbor, Thomas Hopkins Gallaudet, was home from theological seminary and expecting to accept a job as minister to a church in New Hampshire. One day he succeeded in teaching Alice the word "HAT." More words followed, because Alice suddenly realized that things have names. Dr. Cogswell and eight other Hartford friends collected enough money to send Gallaudet to Europe. He was to learn to teach the deaf there and come back to

start a school for the deaf.

Before that a few wealthy deaf children went to England or France for an education. But the only class in America, in Goochland County, Virginia, did not last long. It was started by a Colonel Bolling for his deaf children. Thomas Jefferson refused to support the idea of a school for the deaf in connection with the University of Virginia. (Ironically, Jefferson's great-grandson, Thomas Jefferson Trist, was born deaf and became a teacher of the deaf, but that was much later.)

When Gallaudet left for Europe, he wrote that he hoped to include the best parts of both the English (oral) method of communication and the French (manual) method which included speech training for some students. This is the first known mention of a "combined" system for America. Teachers may be interested in this fact.

It happened that the Abbe Sicard was in England when Gallaudet arrived in London, July 5, 1815. This was again

because Sicard was a royalist, or supporter of the king. Napoleon had escaped from exile in Elba. He was gathering his old soldiers to overthrow Louis XIII. Sicard thought it wise to be absent in England for a while. He took with him his two star pupils and teachers, Massieu and Clerc. They supported themselves by giving demonstrations twice a week on how to teach the deaf. Many important English people attended these programs.

The War of 1812 against England had ended just six months before Gallaudet arrived in London, a lone American. He happened to read a notice in a newspaper about the demonstrations. On July 8, Gallaudet went to meet the three Frenchmen and on July 10 he attended one of their lectures and saw how the two deaf men could give replies to the many questions that people asked them. Gallaudet was very much impressed with their answers. They invited him to visit their Paris school when the political situation should be better. Soon after meeting Gallaudet, they returned to Paris.

* * *

In the following months Gallaudet was frustrated in his hope to learn to teach the deaf in England. The Braidwood family which started the first schools there, kept their methods secret. They made their teachers sign a contract to keep it secret for at least seven years. They wanted Gallaudet to stay for three years, and then sign a contract to keep methods secret. This was impossible for Gallaudet to accept. Finally, with time and money running short, Gallaudet went to Paris. He was welcomed warmly and soon began studying their methods. In March 1816, he was moving from class to class in the Paris school and taking lessons from Sicard, Massieu and Clerc. Clerc also gave him private lessons in his spare time.

Gallaudet heard that Clerc had once been considered to help start a school for the deaf in Russia—but he was passed over because he was deaf. Russia's loss was America's gain.

Gallaudet soon realized that he could not learn enough about teaching the deaf in the time he had left. We do not know for sure who first suggested that Clerc return with Gallaudet to America. Clerc wrote that Gallaudet suggested it. Gallaudet wrote that Clerc volunteered! On May 20, Clerc agreed to come to America for three years, to help organize the new school, to be its first experienced teacher and to teach others how to teach the deaf.

The Abbe Sicard was then a very old man. He did not want to give up Clerc,

but he finally was persuaded. On June 18, 1816, Gallaudet and Clerc sailed for America on the ship, *Mary Augusta*. During the 52-day voyage, Gallaudet taught Clerc the English language, and Clerc taught Gallaudet signs and teaching methods. Clerc kept an interesting diary of the trip, and very soon he was able to write important speeches in almost perfect English, to be given before meetings of several state legislatures and citizens' groups. This was necessary, because they found no money ready for the school when they arrived in Connecticut.

* * *

The year 1816 is sometimes called "eighteen-hundred and froze to death." A volcano in the Dutch East Indies near Java exploded and filled the air all around the world with dust. The sunlight was cut off and the weather was cold for many months. There was really no summer, for crops froze in the fields. A sheep froze to death in Maine and people kept their fireplaces going all summer. December was the warmest month, according to newspaper stories. Clerc got a rather "cold" reception in America as far as weather is concerned—but his diary does not mention this.

* * *

Clerc's education, culture and seriousness of purpose quickly won the interest of people at the meetings they held to raise money in several cities in the eastern states. Without clear proof in the person of Clerc, that deaf people could be educated, and educated well, the project to raise money for the school might almost surely have failed. People must see to believe about things like that. By giving speeches and demonstrations over about eight months, Gallaudet and Clerc raised about \$5,000. The Connecticut General Assembly voted another \$5,000. This was the first appropriation in history for the education of the handicapped.

On April 15, 1817, the school opened in rented rooms in Hartford. Clerc examined and grouped the students. Soon he had things moving smoothly in spite of interruptions from curious people who wished to see the new enterprise. Before the year was over, it became clear that a regular source of money was necessary if the school was to survive. It was not supported by state or Federal government, and families of the pupils could not raise enough money to pay. Gallaudet and others had been preparing the way for a request for help from the United States government. But again the key man to unlock this source of support was none other than Laurent Clerc.



Gallaudet College players with Clerc descendants. Gilbert Eastman is in the center with Dr. Ben Hoffmeyer, American School headmaster (right). Mr. Eastman's excellent play about Clerc was presented as a part of the Clerc Dormitory dedication. The portrait is a copy of the Charles Willson Peale oil painting.

On January 15, 1818, Clerc left by stagecoach for Washington, D.C., to ask Congress for help. He was accompanied by a board member of the school, Henry Hudson. The House of Representatives voted a half-hour recess to hear the visitors. The Speaker of the House, Henry Clay, invited Clerc to sit beside him. He and other congressmen conversed with Clerc in both the French and English languages.

To Clerc's surprise, Clay said that he had seen him before in France! While on a diplomatic mission, Clay had seen him and another deaf gentleman (probably Massieu) talking in sign language at the cafe where Clay often lunched.

The next day Clerc met the French ambassador, M. Hyde de Neuville. He was taken to meet President James Monroe. Imagine how Clerc felt when the President wrote that he, too, had seen Clerc—in London, where Monroe attended one of Sicard's demonstrations with Clerc and Massieu. Incidentally, Monroe had helped arrange for a deaf student from Virginia to attend the Paris school, but we do not know for sure if he actually visited the school while Clerc was teaching there.

So it came about that in the 1819-20 session of Congress, Clay helped the congressmen from Connecticut to sponsor a bill that granted a township (23,000 acres) of government land in Alabama to the school. The name "American" came from this U.S. support. President Monroe signed the act, which is now in the American School's historical museum, along with many other mementoes of Gallaudet and Clerc. From the \$300,000 or so that was obtained from sale of the land, the new

school was able to put up a set of buildings and start a small endowment for income. Several state legislatures also paid for pupils from their areas.

Besides teaching and other duties, for many years Laurent Clerc trained other people in ways of teaching the deaf. Some school heads whom he taught included Abraham Stansbury (New York); The Rev. A. B. Hutton (Pennsylvania); H. N. Hubbell (Ohio); Roland MacDonald (Quebec, Canada); Joseph Dennis Tyler (Virginia); John Adamson Jacobs (Kentucky); J. S. Brown (Indiana); and Isaac Lewis Peet (also New York). As the United States spread westward, several of Clerc's deaf students also started new schools. Many of them became teachers, like Clerc. One of them, Edmund Booth, was the first chairman when the NAD was founded in 1880 in Cincinnati. (An article on Mr. Booth is being prepared for THE DEAF AMERICAN by this writer.)

On May 3, 1818, Laurent Clerc was married to Miss Eliza Boardman of Whiteborough, New York. She had been one of the very early pupils of the school. She lost her hearing at about the age of three, but had some speech. Attractive, vivacious, intelligent and of graceful manners, Mrs. Clerc was a good reason for her husband to spend the rest of his life in America.

The Clercs had six children, all with normal hearing. One, the Rev. Francis Joseph Clerc, D.D., became a noted Episcopal minister. Guy B. Holt, a great-great-grandson of Laurent Clerc, was president of the American School's Board of Directors many years, until his death the spring of 1975. A high school boys dormitory at the American School

is named for Mr. Holt, and a high school girls dormitory is named for Clerc.

* * *

Other schools began to spring up. Clerc was asked to become acting principal of the Pennsylvania Institution in August 1821. For over six months he organized classes and curriculum, trained the teachers and made plans for the future to give to the Board of Directors. While in Pennsylvania, Clerc, his wife and baby daughter were painted by the famous American artist, Charles Willson Peale. These oil portraits now belong to the American School, given by a Clerc descendant.

Clerc had agreed in 1816 to stay in America only three years, but he made only three visits to France during the rest of his life. These were in 1820, 1835 and 1846. The latter times he took along one of his sons, first Francis, then Charles, to improve their ability to speak the French language.

Schools for the deaf had been established in many states by 1850. That year the graduates of these schools decided to honor their first two teachers. They organized a special meeting in Hartford. Gallaudet had given up teaching the deaf in 1831 after 14 years, but he kept up his interest. He was a board member of the school until his death. At that time, 1850, Clerc had been teaching for over 43 years—about 10 in France, and 33 in America. The deaf presented each of them with an engraved, coin-silver pitcher and tray, specially designed. The Gallaudet silver is still owned by members of the family in Michigan.

Several very flattering speeches were made about Gallaudet and Clerc by their former pupils. It is interesting to read the modest and self-effacing Clerc's answer to these speeches. He had always given credit to Gallaudet and to God for blessing the new school. Now he also gave credit to Hartford citizens who gave money to send Gallaudet to Europe; to the Board of Directors; to the governors and legislatures of the New England states who gave support; and to the government of the United States for the important land grant. In short, he gave the credit to everyone except himself. But Gallaudet made sure to name Clerc as the man that they could not have succeeded without.

In 1858, when Clerc was 73 years old, he was retired with a pension after teaching 50 years. In June 1864, then aged 79, he made the long and tiring train trip to Washington to speak at the inauguration of the National Deaf-Mute College, now Gallaudet College. Although Clerc had never had the chance to attend a college, he received honorary degrees from several New England colleges for his work with the deaf.

From THE DEAF AMERICAN, October 1979 ("Laurent Clerc" by L.E.G.):

*He did not flinch to face that far, strange land;
And we who hear not count him with us still
Who showed us how beyond each barren hill,
Life's vistas beckon to a scene more grand;
Who by example and precept has taught
That obstacles when faced, dissolve to naught.*

Clerc's last years were spent peacefully. He enjoyed visiting the library and reading rooms of Hartford, meeting his friends and keeping an interest in the school. He passed away July 18, 1869, at the age of 84 and is buried in Hartford.

* * *

Besides the two Charles Willson Peale oil portraits, John Carlin, a noted deaf painter and friend of Clerc, painted at least two excellent pictures of Clerc. One is at the Kentucky School for the Deaf (see page 4, this issue), and the other belongs to the Episcopal Mission to the deaf in Philadelphia (Cover photo).

Clerc was a leading member of a committee for a monument to his old friend, Gallaudet, who died in 1851. In 1874, five years after Clerc's own death, his friends dedicated a beautiful memorial to him in Hartford. It is a bronze head-and-shoulders bust set on top of a polished black granite base. On the bottom is the name "Clerc" spelled out with bronze hands in the manual alphabet. The wording on the granite base calls him "The Apostle to the Deaf-Mutes of the New World" . . . "who left his native land to uplift (them) with

his teaching and encourage them by his example."

Several organizations such as literary societies are named for Clerc. Besides the girls dormitory at the American School, there is an older one at the Kentucky School named for him—and, of course, the high-rise Clerc Dorm at Gallaudet College.

The best monuments of Clerc are not in brick, or stone or even statues. They are in the deaf people of America since 1817 who have followed Clerc's teaching: To stand on their own feet, to solve their problems in a realistic manner, and never to feel sorry for themselves. Thus the life of a little deaf boy, born in an obscure French village, has made a difference.

**Loy Golladay is Professor of English and General Education at NTID. Before that he taught at Clerc's old school in Hartford for 27 years, where he became fascinated with the history of early education of the deaf there. As a Clerc researcher, Mr. Golladay gave the dedication addresses at both the Gallaudet "Clerc Dorm" and the American School's older girls dormitory which is named for Clerc. This copyrighted article is part of a series he is writing for the Gallaudet College Alumni Association.*

ENGLISH INSTRUCTOR

Gallaudet College, a liberal arts college for the deaf, is seeking one full-time, permanent English instructor (\$12,500) beginning Fall 1980.

REQUIRED: Master's degree with specialty in ESL or Deaf Education and minimum of two years experience teaching English to deaf students.

PREFERRED: Proficiency in simultaneous communication, fluency in ASL, training and/or experience in the development of instructional materials for deaf students, experience with individualized instruction and composition program, Ph.D.

Because of its mission of serving deaf students, individuals who already possess sign language skills or who are deaf (hearing impaired) are encouraged to apply. Qualified individuals without these skills must be willing to attend an 8-week paid orientation program for training in sign language and fingerspelling. Apply by April 1, 1980, to D. C. Nascimento, Chairperson, English Department, Gallaudet College, Washington, D.C. 20002.

Equal Opportunity/Affirmative Action Employer

Editor's note: Dr. Richard G. Brill was the first Education Editor of *The Silent Worker*, forerunner of *THE DEAF AMERICAN*, when the magazine was revived by the National Association of the Deaf in September 1948. At that time, Dr. Brill was principal of Bruce Street School for the Deaf, Newark, New Jersey. He continued as Education Editor while he was Assistant Professor of Education at the University of Illinois but found the press of duties too heavy when he became superintendent of the new California School for the Deaf at Riverside in February 1951. He retired from Riverside at the end of the 1976-1977 school year.

Statewide Planning for Educating Deaf Children*

By RICHARD G. BRILL, Ed.D.

Children who are prelingually deaf or have a severe hearing impairment require a different kind of education from all other children who are able to hear without serious difficulty. Children with normal hearing learn to communicate in their native language before they enter school, while children suffering from a severe hearing loss do not learn their native tongue at home through mere association with others who are communicating orally. Thus, severely hearing impaired children require a special program that will teach them to communicate as well as teach them all the subjects, skills and concepts that are taught to normal hearing children in their regular schools. Children with normal hearing not only have the ability to communicate when they enter school, but they have knowledge about many other things because of this ability to communicate. As a result, children who are severely hearing impaired before they are old enough to enter the typical school program not only have a great gap in communication, but have a great gap in other kinds of information as compared to their hearing peers.

Historically the first schools established to educate deaf children were sponsored by religious or charitable organizations and/or were established as private schools. The Pennsylvania School for the Deaf, established in 1820, was the third school for the deaf established in this country on a permanent basis and it, like its predecessors, the American School in Hartford and the New York School, were all established as private schools. Such schools were established by private groups because the public schools could not specialize to such a degree, and they were usually residential because pupils lived at such a distance.

As societies develop they tend to pass more laws, and in many instances mandate educational provisions for handicapped children. Some problems arise because laws that are appropriate for establishing programs for certain categories of children, such as the mentally retarded or the emotionally disturbed, may not be appropriate for deaf children where the handicap is one of communication, and where the ratio of incidence may be so much less.

Problems also arise because schools and programs have been established, or may be established, by so many different kinds of organizations such as volunteer, charitable or religious agencies, by local school districts, as private schools and by regions or by states. The kinds of problems that may result from such a multiplicity of programs may include the duplication of some services, lack of a full range of appropriate services such as diagnostic or evaluation services, services provided for some children but not for others, a lack of appropriate standards to insure appropriately qualified per-

sonnel, a lack of flexibility to insure the child has the appropriate placement at the appropriate time, a mechanism for the transfer of a child from one program to another when it is deemed to be in the best interests of the child and a lack of appropriate continuing educational services for older children and adults.

To overcome this the major political unit, such as the state, should initiate and provide comprehensive planning. Such planning generally requires some type of legislative authorization and financial support. It also requires responsible and qualified professional leadership.

Within the past couple of years the states of Kentucky, Mississippi, Georgia and Nebraska have all undertaken statewide planning in this area, and in the past 10 years Arizona, California, Texas, as well as probably some others, have also undertaken this.

While the published title of this paper refers to three state models it seems more appropriate to discuss the fundamental principles involved in planning rather than comparing other state plans. Every state is different in terms of its demographic patterns, its historical precedents and its current facilities. Therefore what is appropriate in one state is not necessarily appropriate in another.

The structural model for developing a statewide plan can be thought of as building on the input from three sources, or a triad. Each part of the triad contributes essential information or circumstances, and like a three-legged stool, each of the three components is essential for a firm base for the finally developed educational structure.

The three components of this triad will first be identified and then each part looked at in more detail.

The first component of the triad is the knowledge that we have through many years of experience and research in regard to deaf children and their education.

A second part of the triad includes the mandates of Federal legislation, particularly The Education of All Handicapped Children Act known as PL 94-142.

The third component, or the third leg of the stool, includes the programs, the facilities, and most important of all the skilled personnel who are already available in the area for which the planning is being carried on.

Before going into detail about the components of the triad some consideration should be given to the mechanism or structure whereby state planning can be carried on. An essential component of comprehensive planning is the participation of professional people from a number of different disciplines and it should also include deaf adults, who may be professional individuals themselves or lay people, and it should include some parents of deaf children. There should be a geographical spread ensuring representation from all parts of the area to be served.

Professional representation should include representatives

*Paper prepared and presented at the Elwyn Nevil Symposium on Sensory Deficits held in Philadelphia, Pennsylvania, November 11-14, 1979.

from various programs and schools in the area, schools serving different levels, i.e., preschools, primary, elementary, secondary, and postsecondary. There should be representatives from teacher preparation institutions, from psychologists and audiologists serving deaf children, from agencies providing rehabilitation services and from vocational schools. The State Department of Education should also be represented.

In order to use these people efficiently they should be organized into various committees such as the following: a) Search, Evaluation and Placement Committee, b) Educational Services—preschool through secondary school (this may be several committees with one for each level), c) Postsecondary Programs, d) Professional Preparation, e) Adult Education, f) Legal Review Committee (with the responsibility to review and make recommendations relative to changes in legal statutes concerned with the education of the hearing impaired), g) Editorial Committee. Good statewide planning requires a fulltime Project Director with appropriate clerical support. This Project Director must be professionally qualified in the field of education of the deaf and he should have appropriate administrative skills and be able to work well with people.

The suggested size of each committee is from five to seven. Experience shows that more work tends to be accomplished by a committee of this size than one with many more members. At the same time this provides for adequate representation on the committee. An exception is the Editorial Committee which should probably not number more than three. There must be a carefully selected chairperson for each committee who is professionally knowledgeable in the field of study of the committee and who can work well with people and who can provide leadership. The chairpersons of each of these committees would form a coordinating committee with the Project Director as the chairman. Such is essential to ensure a coordinated plan without gaps, conflicts or redundancies.

To return to the concept of the triad with the kinds of information coming from each component. Following are some of the kinds of information about deaf children and their education that should be taken into account when developing any kind of a plan for the education of such children. One of these is the ratio of incidence of these children in the population and recognition of demographic realities of the area to be served. Although there will be some variation from one area to another the number of children who will require a special educational program because of early severe hearing impairment will generally be about 7.5 children per 10,000 children. This means about 75 children, ranging from kindergarten age through high school age, in a total of 100,000 children within this age range. Because there are on an average only three-quarters of a child to 1,000 hearing children it is unlikely that a deaf child will be present in a pupil population of less than 1,500. Putting together these incidence ratios and the population pattern of an area is essential to determine the probable number of children to be served. This in turn is essential to determine what kinds of programs can serve an area which are first of all of high quality and also cost effective.

We have had many years of professional experience and study to help us know fairly well what kinds of knowledge, skills and competencies that a teacher who is going to work with deaf children should have. We know that it requires preparation to do a lot more than to just teach speech correction or merely having great empathy for handicapped children. It also requires much more than just being able to communicate manually, or teaching through the use of a manual interpreter. A plan must ensure that only teachers who are properly qualified teach deaf children.

The profession has had many years of experience in developing special curricula to meet the needs of deaf children because we know that the typical curriculum for the typical hearing child does not meet the needs of the deaf child.

We know that deaf children must be served in small groups because they require a great deal of individual attention and as their receptive communication mode is primarily visual the deaf child must have direct visual contact with everyone in the room engaging in expressive communication. There is a maximum limit to the number in a group that a person who is deaf can attend to and expect to receive communication in an understanding manner.

We know that the best education for deaf children comes about when the qualified teachers who are doing the teaching have supervision from someone who is even more knowledgeable about their area than they are.

We know that no teacher can be expert in all areas of education and all levels of education. Thus the same teacher cannot be expected to work with an eight-year-old, a 12-year-old and a 16-year-old plus perhaps someone with an additional handicapping condition and provide an appropriate education for each of them.

We know that the educational handicap of deafness is so great that the typical deaf child who has had the benefit of excellent teaching will generally not be at the same grade level as his hearing peers when he is of secondary school age. At the same time the secondary school age deaf student needs to have the opportunity to learn secondary level content material even though certain language modifications have to be made. We know that such does not happen when a group of secondary age deaf students are kept in a single room with one teacher, nor does it happen when the student is just placed in a class with hearing students.

We know that while certain types of mainstreaming, and there are at least five types, may meet the needs of a small number of deaf children the huge majority need other kinds of options for their educational program.

These kinds of things and many more must be taken into account and go into the planning when developing a state plan.

The second component of the triad pertains to PL 94-142 and let us take a brief look at the seven civil rights guaranteed by this law. The first of these is the Right to an Education. A systematic child-find program must be developed and tied to this must be continuing, appropriate diagnostic and evaluation services. As is true in many other sections of this law what is appropriate for a child with one type of handicapping condition may not be appropriate for another child with a different type of handicapping condition. For example, while probably all children should have various kinds of psychological evaluations and educational evaluations the skills necessary for an appropriate psychological evaluation of a deaf child are not necessarily the same as for the proper psychological evaluation of a learning disabled child or a mentally retarded child. The same is true of the educational evaluation. This may mean that a different evaluation center should determine placement for the deaf child than the center that determines placement of other kinds of handicapped children.

The second civil right is the Right to a Free Education. In view of the very low incidence rate and in view of the demographic characteristics of a state it is often going to be essential that many of the children be served in a residential school. In such a case the cost of the transportation to and from that school should be borne by the state because the appropriate placement of that child is in the residential school, or in any other school that is some distance from the child's home, and if the parents are required to pay for the transportation this is in conflict with the civil right of a free education.

The Right to an Appropriate Education is the third civil

right. Determination of appropriateness requires professional sophistication. It is under this section that the Individualized Education Program (IEP) is mandated. If an IEP is developed by individuals who really do not understand the basic educational handicap of deafness such an IEP is meaningless. The IEP must be developed by professionals, with the parents, in the school where the program is going to be carried out. A good educational program will recognize that changes must be made in certain instances. After trying a child in a particular class it may be found that the child would be better off in a different class. This means that the IEP must be changed and thus the school that is held responsible for providing the educational program for the child must also have the responsibility for developing the IEP. An IEP cannot be developed in a local school district and then expect that another school in another place will carry it out. A fundamental administrative principle is that authority and responsibility must go together.

The fourth civil right is the Right to Least Restrictive Environment. This is the section that seems to be often interpreted by the code word "mainstreaming" although that word does not appear in the law nor in the regulations. Perhaps in no other area of handicap is the discussion greater in regard to what is and what is not "least restrictive" than in the area where the lack of communication is the restricting factor rather than physical placement being the restricting factor. It would seem to be essential that recognition be given to the fact that a restrictive environment results from lack of communication, and mere physical proximity does not overcome this. In other words a restrictive environment is often created when a child is placed in a situation where he does not have unfettered receptive and expressive communication with those around him, whether they be children or adults.

Number five, the Right to Due Process, and number six, the Right to Confidentiality, are guaranteed rights applicable to all children in schools and while they would be part of a state plan there is nothing significantly different in their applicability to deaf children.

The seventh, Right to Non-Discriminatory Testing, is very significant as far as deaf children are concerned and provision must be made to ensure not only the use of appropriate instruments, but also ensuring testing by properly qualified personnel. Again, the instrument and the individual who may be appropriate in assessing and evaluating a child with a particular mental or physical handicap may not be at all ap-

propriate for assessing a child whose handicap is that of lack of communication.

There are other sections of PL 94-142 which must be considered in the development of the state plan for deaf children, but the civil rights discussed are probably the ones that may require a different kind of implementation when applied to programs for the education of deaf children.

The third part of the triad are the local programs, facilities and personnel currently available. These should be looked at in two ways. First there should be an objective evaluation of not only the needs that the current facilities are serving, but also the quality or level of service that is being provided. This should be carried out objectively by having a truly qualified evaluation of the level attained by students who have been served. The Office of Demographic Studies in Washington, D.C., might play a role in this evaluation. The product of the schools is people. Deaf adults should be involved in the evaluation of ongoing and past programs.

In addition to looking at what the current programs and facilities are doing and have done it is important to identify unmet needs and provide ways to meet these in the plan. For example, how are needs of deaf children with additional handicapping conditions being met? Is the credentialing of teachers of deaf children appropriate in terms of requiring preparation in areas that are essential for such teachers? Is there a mechanism for continuing evaluation and re-evaluation of children and a mechanism whereby a child can be transferred from one program to another when it is believed that another program can better meet his needs? Are there appropriate postsecondary programs for deaf students? Is the relationship between the vocational rehabilitation department and the educational programs working at maximum efficiency? Are appropriately qualified deaf people employed in the various programs? This is important so that role models will be provided the deaf students as well as meeting the requirements of Section 504 of the Rehabilitation Act.

In conclusion, in developing an appropriate statewide plan a group of professionally qualified people including deaf adults and parents of deaf children under the direction of a professionally qualified Project Director should be organized and develop a plan based on three components. These include all valid knowledge that we have regarding deaf children and their education, requirements of PL 94-142 and appropriate utilization of facilities and personnel already available in the state.

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Deaf Truckers Fight Discrimination With Good Safety Records

By W. H. Woods, Sr., Author of "The Forgotten People"

More evidence of safe driving by the deaf trucker is found in newspaper clippings furnished me by Edith Kleberg, librarian at the National Association of the Deaf headquarters in Silver Spring, Maryland.

An article in the Courtland, New York, *Standard*, brings out this story about Harry E. Flansburg, a truck driver with a record of 50 years of safe driving.

The United States Department of Transportation's (USDOT) ruling that sense of hearing is needed to detect air leaks, motor malfunction, etc., is disputed. The deaf truck driver's sense of feeling is superior to hearing, and more than compensates in safety needs. The only trouble is that he cannot phone his office if breakdowns should occur on long distance hauling. Yet, there are no records of any deaf trucker driving having that kind of problem in our extensive history of long distance safe driving. Presumably, the deaf trucker sees to it that his truck is in top condition before he takes off for long hauls.

The Courtland *Standard* mentions that Flansburg has 50 years of accidentless driving!

Impossible, some of the higherups of the USDOT may think.

But the fact exists.

Carmen V. Canestaro, of Vosburg Insurance, can attest to Flansburg's safety record since 1962, the year his company took over the insurance coverage.

Canestaro flipped open Flansburg's file and inside the front cover, where any type of accident or claim is recorded, there is a completely blank form. The State of New York has no records of Flansburg being involved in any kind of accident.

Yet the USDOT says, "You cannot hear the train whistles or emergency vehicles." But this agency CANNOT verify this with proof of our truck drivers being in railroad crossing accidents or accident with an emergency vehicle. Because a person is deaf, the USDOT just presumes the deaf driver is a bad risk—without any actual proof. That is discrimination and it must be stopped.

Despite the regulations that a truck driver must be able to hear air leaks, engine malfunction, etc., the USDOT will be surprised to learn that a deaf truck driver can detect these problems—by feeling the engine perform-

ance and being attentive to the brake gauge. It is simple as that.

Such a deaf truck driver is Keith Drown, who is employed by Clark Construction Company of Twin Falls, Idaho.

Keith lives at 1943 Shoup Avenue East, and explains his company often must move from one place to another to meet construction needs. He is the one to drive the five-wheel truck hauling the heavy equipment—and, after eight years of this work, he says he has never been in an accident. For verification, USDOT can check with Clark Construction Company at Twin Falls, Idaho.

Keith says he knows how the deaf truck driver avoids accidents: by being alert at all times. When a deaf truck driver gets in an accident, he knows he will be out of a job, so he has to be extra careful. Consequently, nearly all deaf truck drivers in the United States have virtually spotless driving records. Their nerves are trained to be sensitive to any mechanical malfunctions, and they are constantly alert to road conditions.

The blind's nerves are sensitive to touch—fingers "read" the raised letters of a book. The blind's and the deaf's nerves are different because the deaf can't tell what each raised letter means in the alphabet table. So the blind can't tell the truck's motor malfunction unless trained to that particular kind of trouble.

So it is easy to point out that the normal hearing driver's nerves are not trained to match the deaf's nerves, which are more sensitive to compensate for what cannot be heard. The deaf cannot hear a pin drop. A lot of hearing



Harry E. Flansburg as he looks today, having turned in his chauffeur's license and cancelled his insurance after 51 years of safe driving.



Stephen E. Garr at the driver's seat of a Superior Training Services truck.

drivers can hear a pin drop, yet their ears cannot catch a motor malfunction, or a flat tire on a 10-to-18 wheel truck.

Maybe you will remember I mentioned in one of my articles in THE DEAF AMERICAN that I had information about a deaf trucker who obtained his chauffeur's license with a state inspector at his side. The inspector's ears failed to detect the slightest trouble while the deaf trucker's sense of feeling was proven to be superior—because the deaf trucker pointed out a flat tire when the inspector said nothing was wrong with the truck.

James O. Snow, of East Baldwin, Maine, is the truck driver, who has been employed by the State of Maine Department of Transportation for 16 years.

In a letter to me, Mr. Snow mentioned that he is a product of Governor Baxter School for the Deaf near Portland, Maine, from which he graduated in 1960. He then graduated from the



James Below of Martin, Tennessee, in front of his truck. Note the enlarged license plate says 1977. Below's story was confidential at that time because Tennessee had a law banning the issuance of chauffeur's licenses to deaf applicants. The law was changed in 1979.

American School for the Deaf in West Hartford, Connecticut, in 1963. He is married and has three hearing boys, ages 8, 10 and 12.

Mr. Snow mentions that he got his job through his father who was a foreman of the bridge crew in 1973 after Snow successfully obtained his chauffeur's license.

Snow sometimes drives a trailer in back of a boom truck. Miles on the truck vary every week, but the average distance traveled is 400 miles per week. So far he has had no accidents.

One more accidentless driving record has been added to the list of our deaf truck drivers.

You readers of THE DEAF AMERICAN who have wondered about the identity of that truck driver who drove for many years in a state that outlawed issuing chauffeur's licenses to deaf applicants now can have your curiosity assuaged.

The State of Tennessee finally has changed the ruling to allow issuing the deaf truckers chauffeur's licenses. Tennessee's Governor Lamar Alexander signed the bill April 16, 1979, to end discrimination against deaf persons getting chauffeur's licenses in Tennessee. A person's deafness is not enough of a physical problem to refuse the person a license, if the person can pass the regular tests required by law.

The truck driver reported on anonymously in the past is James Below, employed by Robinson and Below Grain & Feed Co., of Martin, Tennessee.

The photographs show James Below with his 18-wheeled truck. The license plate is inscribed 1977—the year I learned about his work in the trucking business.

Mr. Below said at that time he had

been driving for 17 years (19 years now) and averaged a total of over 150,000 accidentless miles.

Since the State of Tennessee now allows a chauffeur's license to be issued to a deaf person, we presume the deaf person can drive a school bus of deaf children and may be able to drive regular buses with light signals from passengers designing to get off, if he can read lips and speak clearly to be understood.

Steven E. Garr is another story—but his is a sad story of discrimination against employing a deaf truck driver.

Although the USDOT has a wide power over firms employing hearing impaired truck drivers, the USDOT is powerless over states granting chauffeur's licenses to deaf persons.

But a few deaf truck drivers now employed by firms scattered over the country may soften the USDOT's stand against the hearing impaired truck driver.

The USDOT's regulation is that the hearing impaired truck driver must wear a hearing aid to enable him to hear a whisper from a distance of five feet.

Steven E. Garr wears a hearing aid. Yet he has been unable to obtain employment as a truck driver. Mr. Garr is an 18-wheel truck driver. He is a graduate of Indiana School for the Deaf, class of 1973.

Garr sent me a copy of a certificate he received as proof that he has completed a truck driving school, and has an Indiana chauffeur's license.

Why?

The answer to this question probably involves feelings as well as facts. Issuance of a license implies no law against employment of the deaf in truck driving positions—yet Mr. Garr cannot get a job.

History indicates USDOT regulations can intimidate the individual states—and private employers. This is discrimination at its most insidious, and a very real example of what all of us seek to eliminate.

Although the issue at hand is the capability of the deaf to drive trucks safely, it may be of interest to note the story of the late James Trainor (page 72, "The Forgotten People"). Trainor was employed by the Wing Memorial Hospital, Palmer, Massachusetts—and never had an accident while serving as an ambulance driver although he was totally deaf.

The following petition in behalf of our truck drivers was sent to Senator Lawton Chiles so he can present it to Karl S.



James Below with his 18-wheeled truck—tangible proof that a deaf driver can transport heavy loads long distances as safely or more safely than his hearing counterparts.



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Garr in front of his truck with certificate of completion of driver's training course.

Bowers, Federal Highway Administrator of the United States Department of Transportation:

I, Willard Howard Woods, Sr., acting as chairperson of the Deaf Truck and Bus Drivers' Committee for the National Association of the Deaf, petition the United States Department of Transportation to change the ruling banning our hearing impaired truck drivers from using the Interstates for a livelihood.

The ruling against such drivers is discriminatory. Statistically, accident records for deaf truck drivers compare favorably with those of drivers with normal hearing.

We even have in our records a deaf ambulance driver, deceased, who was employed by Wing Memorial Hospital, Palmer, Massachusetts. Without incident of trouble or incapacity, he always brought his patients safely to the hospital.

With such evidence as presented in the following brief outlines of each deaf driver, we hope you will have the ruling changed to eliminate discrimination against the hearing impaired truck drivers.

Susan Rutledge of Lakewood, Colorado, has been unable to land light truck driving employment despite the fact that Colorado grants chauffeur's licenses to deaf applicants. USDOT's influence can be seen.

Lon E. Smith of Chalmette, Louisiana, has been unable to land permanent employment as a truck driver. Smith claims discrimination by insurance companies and employers despite a fine safety record. Possibly USDOT influences those discriminations.

Robert Lee Williams of Maryland owns a truck. He has lost contracts because of USDOT's influence on companies which previously used his services. That is discrimination.

Steven Garr of Lawrence, Indiana, graduated from a trucking school in Indianapolis, but cannot obtain employment in Indiana. That is discrimination influenced by USDOT although Garr wears a hearing aid as required by the USDOT regulations.

William S. Clark, Jr., of Fort Worth, Texas, graduated from the Carroll Watkins Driver Education School in Arlington, Texas. He has been unable to land a truck driver's job. Mr. Clark did not know that Texas outlaws the deaf driving in Texas. USDOT's influence.

What the USDOT does not know is that we have had truck drivers for many years without a single accident. Here is the evidence for the USDOT to ponder:



Arrow pointing to orange hard hat is James Snow operating the boom truck for the State of Maine Department of Transportation.

Harry E. Flansburg, of Courtland, New York, served as a private contractor, serving the public as a truck driver for 50 years until retirement without an accident. He sometimes drove to Boston transporting heavy loads.

Peter Andronica of Boston, Massachusetts, is an example. He drove 18-wheel trucks to New York and points north for 30 years without an accident until retirement.

Morris Katz of Boston, Massachusetts, is another example. He had several trucks, doing business for himself for 30 years without an accident. He transported frozen fish, steel and other heavy loads to New York City and points west.

Harold Roach, truck driver for Fruehauf Corporation in New York state, drove its trucks for 30 years until retirement in 1978. His driving record shows no accidents.

The State of Maine has one deaf truck driver, James Snow, in the Department



Again, without mishap, Snow transports heavy beams for the road commission in Maine. The beams are three feet wide and 76 feet long. How many deaf truck drivers have that kind of job anywhere in the United States?

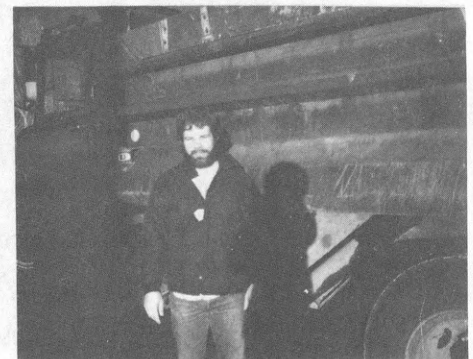
of Transportation. Mr. Snow has been with the state for 17 years and his driving record is clean—no accidents. The USDOT can check this driving record through the Maine Department of Transportation. Snow lives in East Baldwin, Maine.

Keith Drown, Twin Falls, Idaho, has been driving trucks for eight years and to date has never had an accident.

James Below, of Martin, Tennessee, drives an 18-wheeler for his employer. He has been on the road for 19 years without an accident. Tennessee recently repealed its policy of denying chauffeur's licenses to deaf applicants.

Daniel Di Benedetto, of Somerville, Massachusetts, drove big trucks for Hemingway Bros. and Bay State Companies back and forth to New York until his retirement—33 years without any accidents.

How many drivers of the American Trucking Association can compete with our deaf truck drivers in safety records? The American Trucking Association has declined to accept our safe drivers as members—once again, discrimination!



This is Keith Drown of Twin Falls, Idaho, who is employed by Clark Construction Company.

Employment Strategies For Deaf Workers

By WILLIAM P. McCRONE

Assistant Professor of Counseling, Gallaudet College

Abstract

Basic information about work related government programs is offered to deaf workers developing job search strategies.

Deaf people pursuing first jobs or better jobs should be aware of several government programs that can be invaluable in achieving vocational goals. These programs include Vocational Rehabilitation, Sections 501, 503 and 504 of the Rehabilitation Act of 1973, Federal jobs without examinations, the Small Business Administration, CETA Programs and employer tax incentives for hiring handicapped workers. Many qualified deaf people do not benefit from these programs because often government agencies do not clearly communicate how these programs work. To make matters worse, many of the professional people we turn to for help do not know much about programs that have not served deaf people in the past. Deaf people who contribute to these programs through their tax dollars should no longer tolerate this subtle form of discrimination.

Vocational Rehabilitation

Vocational Rehabilitation (VR) is a 62-year-old state-Federal program designed to provide services to handicapped people that will generally result in employment. In spite of an annual VR budget exceeding \$1 billion, the *Model State Plan for Vocational Rehabilitation of Deaf Clients: Revised* (Schein, 1977), and a Congressional order that VR make special efforts to serve deaf and other severely disabled people (P.L. 93-112), deaf people represent only about 2% of all rehabilitated VR clients. Unfortunately, too many deaf and multiply handicapped deaf VR clients thought to be successfully rehabilitated were simply placed in deadend jobs without meaningful VR services. This is the result of several regrettable factors. First, many VR counselors get promotions and pay raises on the basis of the number of handicapped clients placed in jobs as quickly as possible and at the least expense to VR. Generally, VR systems offer no incentives to VR counselors who try to place the severely handicapped individual in a job that approximates client potential (Vernon, Bussey & Day, 1979). Second, since many clients are unsophisticated about VR law and client rights, unscrupulous VR counselors have no trouble short changing VR clients. Though the na-

tional VR effort has yet to live up to its promise to deaf citizens, it should be emphasized that many VR offices provide excellent service. The best services are consistently found in states where deaf people advise top VR administrators about the needs of deaf VR clients.

Generally speaking, deaf adults who want to work will qualify for Vocational Rehabilitation services. When the deaf individual makes an appointment at the nearest VR office, he or she has a right to work with a VR counselor knowledgeable about deafness and the communication methods deaf people use. The deaf client should be oriented to the VR process and client rights. Clients have a right to testing, counseling, training, tools and job placement, among other things. Most importantly, the deaf client is an equal partner with VR in developing the Individualized Written Rehabilitation Plan (IWRP). The IWRP is a written agreement between the client and VR about the services needed to meet the client's vocational goal. Deaf clients who feel they are not being properly served by the VR counselor may register a complaint with the VR office supervisor. When problems cannot be resolved at that level, the State Coordinator of VR Services to the Deaf and the president of the state association of the deaf can be notified. Addresses for these individuals can be found in the annual reference issue of the *American Annals of the Deaf*.

Vocational Rehabilitation is an important resource because of what it can do to help the deaf worker prepare for meaningful employment. In addition, VR is valuable because it can help the deaf client benefit from other services discussed in this article.

The Rehabilitation Act of 1973

Briefly stated, deaf workers should be aware of three provisions of the Rehabilitation Act of 1973 (P.L. 93-112) that could influence job seeking strategies. In Section 501 of the law, Congress ordered that the Federal government develop an active affirmative action plan for the employment and advancement of handicapped workers in government. Section 503 of the same law requires that firms having U.S. government contracts exceeding \$2,500 "shall take affirmative action to employ and advance qualified handicapped individuals." Theoretically, your nearest Federal Department of Labor office should have a list of businesses con-

tracting with the government. Lastly, Section 504 of the Rehabilitation Act of 1973 orders that:

"No otherwise qualified handicapped individual in the United States . . . shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."

This provision of the law will be important for all deaf job seekers to remember.

Federal Competitive Status Jobs Without Exams

There are approximately 3,000,000 Federal employees in the United States. Surprisingly, only about 12 percent of these Federal jobs are in the Washington, D.C., area. Federal workers fall into competitive and excepted classifications. Seventy percent of Federal workers are in the competitive category. They compete for merit system career opportunities in the Federal government. This competition sometimes involves written tests administered by the Office of Personnel Management (formerly Civil Service). Competitive status workers in Federal government have considerable job security as well as a generous health insurance and retirement plans.

Thirty percent of Federal employees fall in the excepted category. This means that job applicants are not bound by the usual Civil Service requirements. Excepted classification Federal jobs are generally easier to get than competitive classification jobs but there is much less job security and mobility in the excepted category. Generally speaking, more deaf Federal employees are working in excepted jobs rather than competitive jobs.

Three things are worth considering in investigating Federal employment. First, deaf people applying for competitive category Federal jobs can sometimes have verbal tests waived. Further, interpreters can be used to insure that deaf applicants understand the directions of tests that cannot be waived. Second, in March of 1979, President Carter amended Civil Service Rule 3.1 so that handicapped Federal employees who have satisfactorily completed two years of work in the excepted status can acquire competitive status upon the recommendation of their employing agency. Lastly, deaf job seekers should

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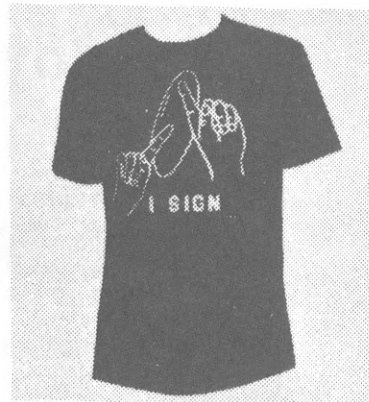
COLOR CHOICE: NAVY, RED, BLACK, KELLY OR BROWN WITH
WHITE LETTERING; TAN OR LIGHT GOLD
WITH BROWN LETTERING.

PRICE INCLUDES: ONE NAME IN FINGERSPELLING
ON FRONT OF SHIRT (AS ILLUSTRATED)

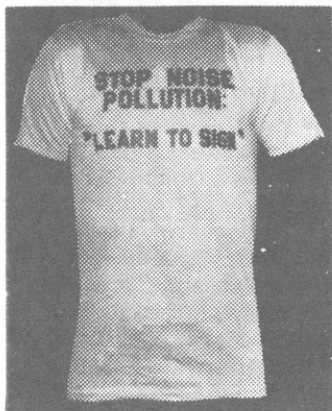
OR

ONE OF OUR OTHER ILLUSTRATED DE"SIGNS".

* DE"SIGN" #3 AVAILABLE ON ADULT SIZE ONLY.

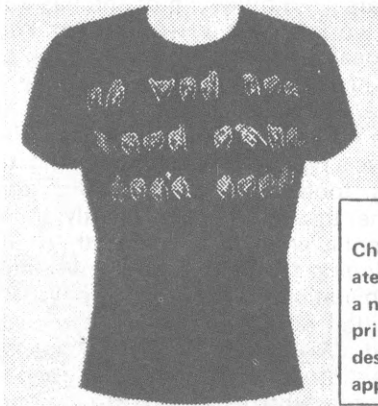


DE"SIGN" #1



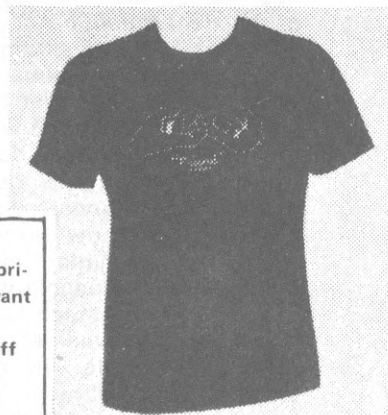
DE"SIGN" #2

IF YOU CAN
READ THIS . . .
LET'S TALK!



DE"SIGN" #3*

ORDER FORM
Check off color in appropri-
ate size column. If you want
a name on a shirt, please
print clearly. OR check off
desired design number in
appropriate column.



DE"SIGN" #4

Shipping handling & insurance charge: \$1.00 per item. Check must accompany order.
No CODs. Offer good only in U.S.A.
FLORIDA RESIDENTS MUST ADD 4% SALES TAX. Allow 3-4 weeks for delivery.
Special discounts on 12 or more per item. Write for prices.

YOUTH . . . \$5.00

ADULT . . . \$5.00

| | S (6-8) | M (10-12) | L (14-16) | S (34-36) | M (38-40) | L (42-44) | XL (46) | NAME | OR #1 | OR #2 | OR #3* | OR #4 | PRICE |
|----------|---------|-----------|-----------|-----------|-----------|-----------|---------|------|-------|-------|--------|-------|-------|
| LT. GOLD | | | | | | | | | | | | | |
| RED | | | | | | | | | | | | | |
| BLACK | | | | | | | | | | | | | |
| KELLY | | | | | | | | | | | | | |
| BROWN | | | | | | | | | | | | | |
| TAN | | | | | | | | | | | | | |
| NAVY | | | | | | | | | | | | | |

*DE"SIGN" #3 AVAILABLE ON ADULT SIZES ONLY

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Card # _____

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Want a gift card? Print YOUR name on the
line below and a card will be enclosed for
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Total cost of shirts _____

Ship., hand & ins @ 1.00 per item _____
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305/963-5043



know that the Federal government, like other employment markets, does occasionally discriminate against handicapped applicants or workers. But unlike most other employment markets, the Federal system has procedures that have exposed and redressed discrimination in the past. For a complete orientation to job opportunities in federal service, deaf workers can visit the nearest Federal Job Information Center.

Small Business Administration

The Small Business Administration (SBA) is a U.S. Department of Labor program established by Congress in 1953 to provide direct, guaranteed, low interest loans to persons wishing to start or expand a small business. A small business is defined as one that is independently owned and operated, not dominant in its field, and meets SBA employment and sales standards. The SBA has special loan programs for handicapped individuals. In addition, SBA can provide management consultation, small business publications and workshops. Since many regional government offices have never worked with deaf people before, they may have to be reminded that the requirements of Section 504 of the Rehabilitation Act of 1973 can be met if SBA provides qualified interpreter services for meetings and training. For the address of the

nearest SBA district office, write to the U.S. Small Business Administration, 1030 15th Street, N.W., Washington, D.C. 20417.

CETA Programs

The Comprehensive Employment and Training Act (CETA) programs, also administered by the U.S. Department of Labor, provides subsidized training and transitional employment to "economically disadvantaged, unemployed and underemployed" individuals. CETA funds 473 local government agencies across the country. These local government agencies, called Prime Sponsors, contract with more than 35,000 job training programs. It should be noted that Prime Sponsors are authorized to provide support services as well as training programs. Support services may include child care, transportation, residential support and interpreter services.

Although deafness organizations like the National Association of the Deaf and Tucson's Community Outreach Program for the Deaf have developed contracts with their Prime Sponsors for job training with deaf people, it can be said that deaf people are grossly underrepresented in CETA funded job training programs. The VR counselor for the deaf should be working with CETA training programs in every community. If the

VR counselor is not helping to open CETA training to deaf citizens, it is recommended that state association officers write to the top CETA administrator for the names and addresses of Prime Sponsors and training contractors in their state. Letters of inquiry should go to Mr. Robert Anderson, Comprehensive Employment Development Employment and Training Administration, U.S. Department of Labor, 601

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DEAN: Model Secondary School for the Deaf, Gallaudet College

Available July 1. Earned Doctorate in Education, Special Education, Educational Administration or a related area. Minimum five years experience in education of the deaf of which at least three years should be in administration and management of school programs including programs with residential settings. (Master's Degree and at least 10 years significant and related experience may be substituted for above.) Experience in development and managing budgets. Experience in selecting, directing, developing and evaluating personnel. Manual communication skills required.

Closing date: April 15, 1980. Minimum salary: \$34,171.

To apply send letter, resume and transcripts to: Dr. Robert R. Davila, Vice President for MSSD/KDES, Gallaudet College, Washington, D.C. 20002 EOE.

D Street, N.W., Washington, D.C. 20213. Deaf leaders armed with the names and addresses of local CETA programs should then meet with the Prime Sponsors, the training programs and the State Coordinator of VR services for the deaf to find out what these people are doing to get more deaf citizens into CETA training. Finally, realize that CETA legislation requires that each CETA Prime Sponsor must have a planning council that has open meetings at least five times a year. Deaf leaders are encouraged to attend these meetings and make recommendations. Some officers of deaf organizations may wish to become a member of the local CETA planning council.

Employer Tax Incentives

Deaf workers should be aware that Congress passed a law in 1978 that provides tax credits to employers to cover extra costs incurred in hiring unskilled and/or disabled people. For the deaf or multiply handicapped worker, this might mean interpreters during job orientation, Sign Language instruction for hearing coworkers and visible fire alarm systems. For each qualified employee, an employer is entitled to a tax credit equal to \$3,000 during the first year of employment and \$1,500 during the second year. These credits are subtracted from the amount of Federal tax the company owes. Employers can offset up to 90 percent of the company's tax liability in this way. The employer attaches Internal Revenue Service Form 5884 to his or her tax return to document this tax credit. Disabled workers can inquire about and be certified for this employer tax incentive program at the nearest state employment security office.

While these suggestions do not pretend to be comprehensive or exhaustive, they should be thought of as information tools for the determined deaf job seeker. Since many government agencies have no experience serving deaf individuals, patience, persistence and positive recommendations will be the keys to success.

References

- Schein, J. D. (Ed.) *Model state plan for vocational rehabilitation of deaf clients: revised*. Silver Spring, Maryland: National Association of the Deaf, 1977.
- Vernon, M., Bussey, P. & Day, D. The "Closure system" and accountability in vocational rehabilitation. *Journal of Rehabilitation*, 1979, 45(4), 45-47.

DEAF AWARENESS?

**LET OTHERS BE AWARE —
WITH THIS "HANDY" BUMPER STICKER**

**SIGN LANGUAGE
— IS HANDY** 

Attractive, Long Lasting

\$1.50 Ea. Postpaid

(or get one "FREE", order 12 for \$16.50, *SAVE* \$1.50)

Send check or money order to Mary Ellen Enterprises, P. O. Box 6781, San Jose, California 95150

President's Committee Meeting To Examine Prospects Of The Eighties For Disabled People

"The Eighties: Pitfalls or Promise?" will be the theme of this year's Annual Meeting of the President's Committee on Employment of the Handicapped, to be held Wednesday, April 30, through Friday, March 2, in Washington, D.C. Some 4,000 participants, nearly half of them disabled, will meet to discuss the new decade and how activities on the local level can fulfill the promises of the

1970's for disabled people.

Invited speakers include President Jimmy Carter, Secretary of Education Shirley Hufstедler, Denver Mayor William McNichols and Peace Corps Director Richard Celeste.

New York State Association of Educators of the Deaf Convention—November 12-14, 1980. Grossingers Conference Center, Grossinger, New York. *Theme*: "Challenge-Child Unlimited" *Host school*: St. Francis de Sales School for the Deaf, Brooklyn, New York.

If you suffer from

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High Blood Pressure • Tension
Diabetes • Allergies**

you're probably overpaying for your prescriptions!

Rx Allstates Pharmacy Service can cut your medication costs! Our large volume buying and efficient mail order service lets us give you quality medications at the lowest possible price. **And you can save up to 50% by asking your doctor to prescribe by the generic name.**

Send for your **free price list** and compare for yourself. See how much you can save and discover the convenience of Rx Allstates' **order-by-mail** pharmacy service.

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Foreign News

By Yerker Andersson

Sweden: In a letter to the Swedish magazine *SDR-Kontakt* (Vol. 89, No. 15), a hearing interpreter declares that the U.S. sign language has a better chance to be used in foreign countries than GESTUNO. This author argues that the U.S. sign language is, linguistically speaking, the most examined sign language and most widely used. She informs readers that the teachers college in Stockholm offers a course in the U.S. sign language to deaf teacher candidates and it is hoped that these candidates will eventually teach English in the U.S. sign language at schools for the deaf in Sweden.

The Swedish TV presented 12 short stories in sign language. They were seen every week last year. Now they are available in video cassettes.

Denmark: The Danish association of the deaf has published a new book on the Danish sign language, *Dansk-Tegn Ordbog*, about 400 pages thick. It has ordered 5,000 copies. If you wish to buy one, write to Danske Døves Landsforbund, Brohusgade 17, 2200 Copenhagen N, Denmark.

CISS Secretary Knud Søndergaard became a honorary member during the 75th anniversary of the Copenhagen sports club of the deaf.

Norway: As far as I know, the Norwegian magazine for the deaf, *Døves Tidsskrift*, is the only foreign-speaking one translating regularly Holcomb's "Hazards of Deafness" articles. Now it hopes that Norway will be the first country to have translated his recent book into Norwegian.

The editor of this magazine, Thorbjørn Sander, has written several articles about the recent World Congress of the WFD in Varna. His style is very witty and ironic. His articles are excellent sketches of the Congress events but too long to be translated into English in this magazine.

France: A seminar on sign language was held in Paris last year. It was organized by the Association Nationale Française des Interpretes pour deficients auditifs (ANFID). The seminar covered communication among young deaf children, communication problems in the family, social problems of the deaf and the role of interpreters. (*LeSourd Quebecois*, No. 66)

Comment: More and more countries recognize the importance of communication for deaf children.

Great Britain: A new audiovisual security system has been developed for deaf apartment dwellers in Great Britain. When the doorbell is pressed, a camera

NTID Student Helps Set New Transcontinental Running Record

Mark M. Blesch, a deaf college student from Cupertino, California, was part of the Rochester Institute of Technology (RIT) running team which recently set a new transcontinental record—14 days, 12 hours and 8 minutes. Blesch is enrolled in the data processing program at the National Technical Institute for the Deaf (NTID), one of the RIT's 10 colleges.

The RIT cross country team, coached by Peter J. Todd, began its marathon run at Santa Monica Beach in California on Thanksgiving Day, with NTID Director William Castle, who is also a vice president for RIT, on hand for the send-off. It was greeted enthusiastically two weeks later at Chesapeake Bay by the U.S. Naval Academy cross country team.

The RIT coast-to-coast run of 2,846.5 miles broke the previous record of 20 days, 5 hours and 20 minutes set by 12 Los Angeles policemen in 1975 and has earned a place in *The Guinness Book of World Records*.

Coach Todd planned the marathon run as part of RIT's 150th Anniversary Celebration. Four experienced alumni runners joined the seven student runners on the RIT cross country team.

"When Coach Todd called the meeting to talk about the run, it sounded like

automatically transmits a picture so that the apartment dweller can see on a screen who is calling and decide whether to admit the caller to the apartment or not. It is available at Knobs and Knockers Trade and Design Service, 63-65 Judd Street, London WC1H 9QT (*Hearing*, Vol. 34, No. 5.)

West Germany: According to a newspaper in Monchengladbach, Herbert Ros owns the world's largest private geological collection. He has collected over 7,000 minerals and fossils from all over the world. This person happens to be deaf. (*Døves Tidsskrift*, Vol. 60, No. 14)

Døves Tidsskrift, (Vol. 60, No. 15) reports that there are over 500 TDD own-

ers in West Germany, Austria and the German-speaking part of Switzerland. These owners are using the German-made device which slightly reminds us of our Portatel or MCM. It is not compatible with the Swedish device which is similar to the U.S. TV-Phonics. This indicates the need for standardization among the telecommunication devices for the deaf.

an impossible and unbelievable feat," Blesch admitted.

A graduate of the Homestead High School, Cupertino, Blesch said, "When I thought it over after the meeting, I decided to challenge myself with his dream."

Each runner ran two miles and then passed an inscribed baton to the next runner. During the two and one half-hours they weren't running, team members drove the two vehicles accompanying the run, ate, showered, did laundry or slept.

"Even though I was the only deaf runner on the team, I noticed an improvement in communication as team members used their sign language skills," Blesch said.

After breaking the record, the runners headed home to Rochester, completing the 3,409-miles trek on December 10. They were joined by RIT President M. Richard Rose for the last two miles. Welcoming ceremonies were jammed with cheering families, faculty, staff and students.

"Crossing the country on foot was a chance of a lifetime," Blesch said. "The coach told us we could do it and we did."

Blesch is the son of Mr. and Mrs. George Blesch, 10670 LaRoda Drive, Cupertino, California.

ers in West Germany, Austria and the German-speaking part of Switzerland. These owners are using the German-made device which slightly reminds us of our Portatel or MCM. It is not compatible with the Swedish device which is similar to the U.S. TV-Phonics. This indicates the need for standardization among the telecommunication devices for the deaf.

Coming Events: First Asian and Oceanian (South Pacific) Deaf Football (Soccer) Championship Melbourne, Australia, August 22-31, 1980.

Sports Results: Bowling, Sweden-Denmark 11-1.

FACULTY VACANCY

ASST/ASSOC PROFESSOR: DEAFNESS. (REVISION) Tenure Track, 36 week appointment. September 1, 1980. Qualifications: Earned doctorate with expertise in education of the deaf; evidence of research productivity; 2 years professional experience with the deaf. Responsibilities: Teach, advise and supervise graduate and undergraduate students in deafness. Salary negotiable. Send vita and 3 letters of recommendations by April 15, 1980 to Dr. M. Maxwell, Communications Disorders Program, 110 Moore Building, Box DA-22, The Pennsylvania State University, University Park, Pennsylvania 16802.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

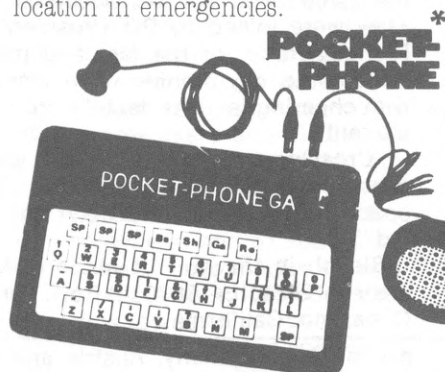
CALL ON THE MOST COMPLETE, MOST UNIQUE DEAF COMMUNICATIONS LINE IN AMERICA.

Security and convenience...

in your pocket. That's our POCKET-PHONE. Small enough to fit in your glove box, purse, briefcase or large pocket... with a price small enough to fit any budget.

This amazing little TDD carries a complete 3-row keyboard that enables it to outperform more expensive TDDs on long distance calls.

POCKET-PHONE's battery operation enables users to make calls from a phone booth or other difficult location in emergencies.



It even works over your phone line during a power failure — few TDDs can. (POCKET-PHONE's batteries supply enough power for hours of continuous use and can be recharged hundreds of times.)

Think about it.

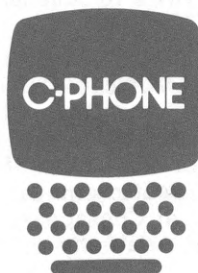
With POCKET-PHONE, you or your loved ones need never be without telecommunication.

Where TDD meets computer.

It is simply the most advanced TDD or TTY ever created.

While its bright screen displays as many as 300 words of your conversation, C-PHONE allows you to prepare long messages before you make your call, saving on long distance charges.

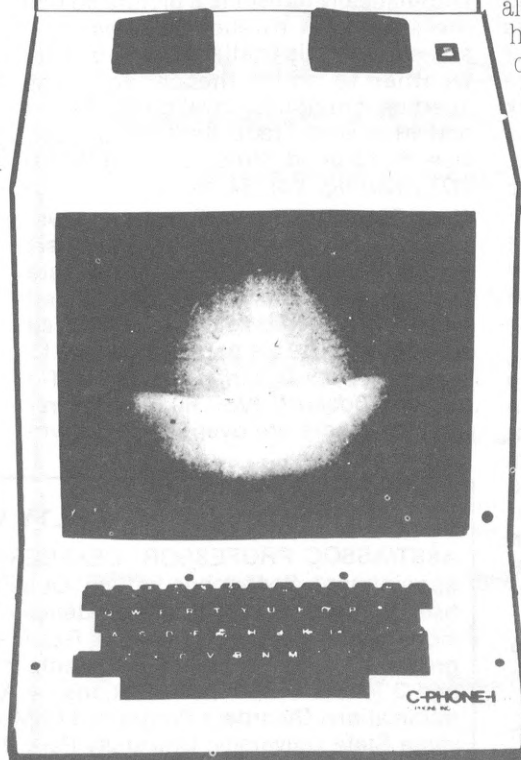
C-PHONE



The son of a computer terminal, C-PHONE's advanced electronics actually make it simple enough for children to use (they can even "draw" pictures with it to send over the phone).

Further refinements include a full 4-row standard keyboard, automatic return/linefeed, jam-free typing without loss of characters, and a lamp-signal outlet.

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Our newest helper. Put a 4-row full-travel keyboard, a bright 16-character display, automatic return and linefeed — all in a small, lightweight but rugged package — and you've got our new MINI-PHONE for the utmost in reliable, portable telecommunication.

And all at a mini-price you'll love.



Talk to us. Now that you've looked over our line, perhaps you can already picture a C-PHONE in your home, a MINI-PHONE for your place of work, and a POCKET-PHONE for car or travel. You can talk to us about any of these products, and even get a special discount for all three (on top of your hearing-impaired discount!). Just call or write us at C-PHONE.

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THE HEARING IMPAIRED

"*Actual letter display is smaller; display accommodates 16 letters or spaces"

Madonna College Interpreting Majors Utilize Videotaping Laboratory Facilities

It can be strangely quiet in the audio language lab at Madonna College, Livonia, Michigan, even when it is in full use by seniors in a language class.

The language is American Sign Language (ASL), and the class is interpreting. Students in the college's interpreting major, fluent in both ASL and English, gain valuable experience using the lab's audio facilities to test and improve upon their technique.

The interpreting/sign language faculty at Madonna has utilized videotaping equipment since the introduction of the program three years ago. In many cases, they have developed their own teaching aids where none previously existed. This is the first time the audio facilities of the language lab have been utilized.

Robert M. Ingram, instructor of the advanced interpreting/sign language class, recently presented his theory and practical application to assembled interpreter trainers at the Conference of Interpreter Trainers in St. Paul, Minnesota, and was surprised to find that no other school represented employed the audio lab facilities—if indeed they had them—for interpreting mastery.

The process is natural enough. Ingram plays a videotape of a deaf person signing a story. The students record

their spoken interpretations into individual tape cassettes in the lab's study carrels. Ingram may choose to monitor any one of the recordings, record his own interpretation, or review the individual student's tapes at a later time.

Ingram also uses the facilities for a model interpretation, directing the audiotape of a professional interpreter to each carrel, keyed with the video of a signed story, so that students may benefit from an interpreting model.

For years this process of comprehending a message from signed to spoken language was termed "reverse interpreting." In reality, Ingram believes, an interpreter must be capable of interpreting from spoken to signed language and also from signed to spoken language for an interpretation to be complete. There is never just one side of a conversation.

The Michigan liberal arts college of just over 3000 students offers both associate and bachelor degree programs in sign language/interpreting, and treats American Sign Language as a second language, teaching it as any second language.

Students in the interpreting major gain experience as classroom interpreters as part of the support team for deaf and hearing impaired students pursuing

VACATION IN FRANCE

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July 14–August 2, 1980

* * *

See Paris, Strasbourg, *and* spend 13 days on the world-famous French Riviera, accompanied by leaders who sign & speak French. Write or call for more information: Bonnie Galat, 4948 Ashby St. NW, Wash. DC 20007 (202-965-3666), TTY (703-920-6587) Phylliss Wyman.

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segment of prospective
deaf customers—advertise
in **THE DEAF AMERICAN**

degrees at Madonna College. The college also provides notetakers, tutors and counselors for the hearing impaired students enrolled in any of the college's 40 programs of study.

POSITIONS AVAILABLE DEAF ALCOHOLIC TREATMENT PROGRAM

The first comprehensive program for deaf alcoholics in the United States has openings at all levels for qualified persons experienced in working with hearing impaired persons who require treatment for alcoholism and substance abuse problems. The project start date is November 1, 1979. Special consideration will be given to persons who are deaf and/or have experienced alcoholism in their personal lives. In all instances, proficiency in sign language communication is required.

Residential Program Director: Knowledge and experience in residential therapeutic processes, especially as related to alcoholism and substance abuse. Ability to manage a 20-bed live-in facility both therapeutically and administratively. A minimum of two years or related experience plus a graduate degree is desirable. Salary: \$14,000.

Outpatient Director: A minimum of two years of clinical supervision with hearing impaired individuals plus a graduate level degree is necessary. Applicant must have the ability to develop and implement a statewide outreach and outpatient system capable of reaching deaf alcoholics and their families in substantial numbers. Salary: \$14,000 & up.

Residential Counselors (3): Must have group and individual therapy experience in a residential treatment setting, knowledge of deafness and alcoholism plus a degree in counseling, psychology or a related area is desirable. Salary: \$10,500 and up.

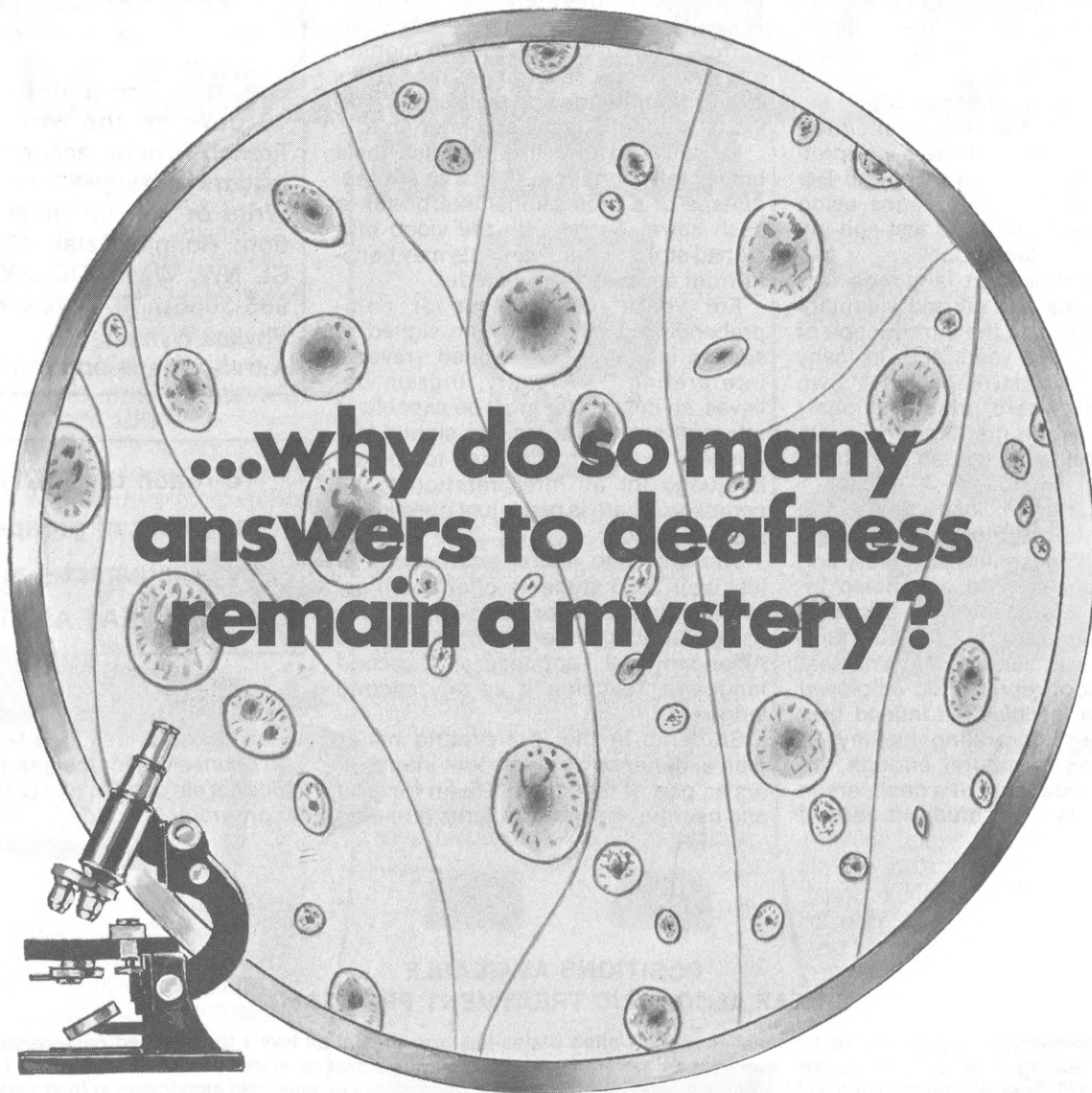
Outpatient/Outreach Counselors (3): Experience is required in individual and group therapy with deaf persons and/or alcoholics plus a degree in a related discipline. Work sites will be on Cape Cod and two other locations not yet determined. Salary: \$10,500 and up.

Interpreter: Equivalent to level C by the Commonwealth of Massachusetts. Must display a willingness to work with persons recovering from alcoholism, provide interpreting services in vocational, outreach, medical and other areas as required. Salary: \$10,500.

Residential Aide (2): Maintain overall awareness of activities within the house and take necessary action to prevent or terminate disruptive action by residents, day care clients, or visitors. Transport residents to and from AA meetings and to other necessary appointments. Perform duties as assigned by the house manager, such as front desk clerk, kitchen orderly, driver and general housekeeping chores. Ability to communicate effectively with deaf persons is mandatory. Salary: \$6,500 plus room and board.

Cape Cod Alcoholism Intervention and Rehabilitation Unit, Inc.
P.O. Drawer P, Pocasset, Massachusetts 02559
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THROUGH A MICROSCOPE



Nerve deafness: The commonest. The hardest to answer.

The causes: Genetic deafness—what chromosomes are the keys? How can medical science heal what is flawed, or supply what is missing?

Other deafness at birth or in childhood—how can we protect against a damaging element in a drug? Or respond to viruses which can deafen? Meningitis and rubella are easier now. We must attack the others.

The responses: What kind of screening will identify the deaf or hearing-impaired child earliest and most accurately?

What kinds of reinforcements will best help children to win the confidence that comes from knowing what it is to hear? *And* to speak in the hearing world.

Basic science, medical treatment, technology and dedication. This is what ear research is all about. And the deaf community is the reason for it.

14 MILLION AMERICANS are partially or totally ex-communicated from the sounds of life. And 2 million of us are profoundly deaf. Yet, year after year, lack of funds leaves many highly important research projects undeveloped.

DARKLY...

...where does hope for the deaf start?

● **Only through research** will the mysteries of deafness be solved.

● **The Deafness Research Foundation** is the only national voluntary health organization committed to furthering research on the causes, treatment, and prevention of deafness. To accomplish this, we seek contributions, small and large, and we turn every dollar into funding for the DRF grants.

● **Public contributions** go directly and fully to research itself. The Centurion Club—an organization of 1600 physicians, scientists, and audiologists—devotes its entire annual dues to meeting the full operating expenses of the DRF.

● **Your contributions** provide the starting money for the most promising new research on deafness in the United States and Canada. Few of the research projects have any other

significant financial support at the time of their first DRF grant. But from the quality of the research that the grants help initiate, major future answers will come.

● **The need of the scientists and research physicians** for this DRF support is severe. So is the DRF need for much greater public support to fund their research, with this concern fired by one major fact: Because of limited DRF dollars, each year twenty or more highly important studies remain without grant support, and cannot begin.

● **But larger support will come.** And there is a beauty in the thought that a major part of this new supporting team may be among the community of the deaf.

It was for their future that the DRF began.

The National Association of the Deaf and the American Academy of Otolaryngology sponsor the National Temporal Bone Banks Program of the DRF.

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Telecom And You

The ASCII—BAUDOT Dilemma

By Barry Strassler, Executive Director
Telecommunications for the Deaf, Inc.

What is ASCII? What is BAUDOT? ASCII is an 8-level computer communications network on which computers are based. BAUDOT is a 5-level network on which our present TTY's and TDD's are based. Both ASCII and BAUDOT are basically incompatible with each other.

In 1964, when Robert Weitbrecht devised the first TTY for deaf users, Model 15 and 19 (both BAUDOT) machines were very cheap and very plentiful. In contrast, computers were in their infancy and equipment was very expensive. Though he was aware of advantages of ASCII devices, low income capabilities of many deaf families was what Weitbrecht had in mind when pondering the choice between ASCII and BAUDOT.

Now, the shoe is on the other foot, some 16 years later. Model 15 and 19 machines are very scarce, while Model 28, 32, Lorenz and Siemens machines, though BAUDOT, are expensive. And hearing radio hams are competing with TDI agents for the dwindling supply of machines donated by telephone companies and communications carriers. This is why we are witnessing a proliferation of portable and semi-portable devices on the market. Presently there are 13 TDD manufacturers. Only two of them deal with couplers required for machines use (Phone-TTY and AP-COM). The rest range from pocket TDD's to CRT (television screen) type devices.

On the other hand, the ASCII market is booming. Personal home computers such as Radio Shack TRS-80, Apple and Pet are ASCII. Large computers used for commercial use such as IBM, Honeywell and DEC are ASCII. Not only that, communication computers used by telephone companies and carriers are ASCII.

In contrast, the BAUDOT market is getting smaller and smaller. Though radio hams use BAUDOT devices for their purposes, the same as the existing deaf TDD network, fewer and fewer commercial firms are using BAUDOT. There is an exception—the UPI news service is still BAUDOT.

Why ASCII? ASCII machines type at a much faster speed, compared with the usual typing speed of a TDD at home. With an ASCII, a two-foot long message can be typed in matter of seconds while on a TDD, it takes many minutes. This is a factor to consider during long distance calls. Also, ASCII affords flexibility in use. One can use ASCII terminals for computer purposes. One can use ASCII terminals for communication purposes. One can use ASCII terminals for both computers and for communications, simultaneously and interchangeably.

With an ASCII, a person could link up to many, many terminals all over—banks, airline ticket agencies, department store sales, news services, weather reports, library services, hospitals, etc.

The Deaf Community Center of the Boston area has an experimental ASCII deaf network involving selected deaf households. This is called HERMES and it is an electronic mail service, involving use of only the ASCII terminals on telephone lines with help of a "mother" computer.

There is a way, but with considerable expense, to make ASCII compatible with the TDD network. The DEAFNET network in the Washington, D.C., and the San Francisco areas is one solution. The other solution is convert ASCII-BAUDOT switches on future TDD's.

On the DEAFNET, the computer handles both ASCII and BAUDOT messages and direct conversation between ASCII and BAUDOT stations is possible. But not possible is the direct dialing. One has to log in to the DEAFNET to discover identity of users on the system as of that particular moment.

But it is possible, from an engineering point of view for an ASCII terminal to call another ASCII terminal on regular telephone lines. And the thinking of many telephone people, engineering people, government people and manufacturers is towards this possibility. The problem is the 40,000 existing BAUDOT terminals, all of which are very useful. How would the deaf people react when they learn of the obsolescence of their

TDD's of which they purchased with their hard earned dollars? Would they be willing to buy ASCII terminals? Would manufacturers, both TDD and ASCII, be willing to commit themselves to a commercially uncertain venture? What about state and social service agencies giving away "obsolete" TDD's? There are many questions that need to be answered. And not even the telephone authorities know the answers.

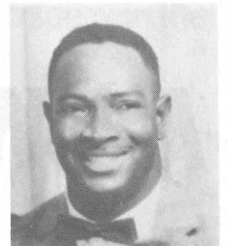
It all boils down to this—the attitude of the deaf person is the factor—to stick with the BAUDOT or go for ASCII?

For information on TDI membership and telecommunication matters, write to:

TELECOMMUNICATIONS FOR THE
DEAF, INC.
814 Thayer Avenue
Silver Spring, Maryland 20910

DEAF CHRISTIANS YOU CAN AID COUNTLESS DEAF AFRICANS BY Praying and Sharing WITH "CMD"

CMD is planting schools and Gospel work in over a dozen African countries. Hundreds of deaf people have benefited. Many local leaders trained. Comment often heard: "Never seen so much done with so little." You and your group can help. If interested in praying and sending love offerings, write to:



DR. ANDREW FOSTER
Founder and Gen. Dir.

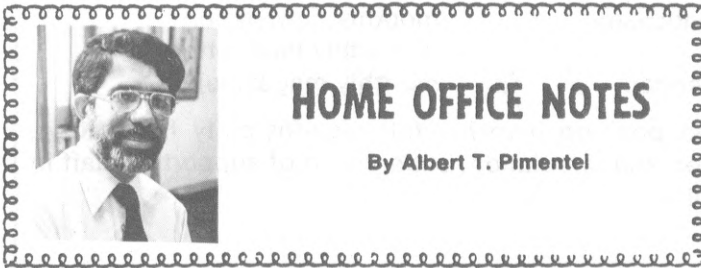
Christian Mission For The Deaf
(formerly Christian Mission for Deaf Africans)
P.O. BOX 1254 FLINT, MICH. 48501 U.S.A.
Inc. 1956. Non-profit Org. Tax-deductible.

NATIONAL ASSOCIATION of the DEAF

Ralph H. White, President

David W. Myers, Secretary-Treasurer

Albert T. Pimentel, Executive Director



HOME OFFICE NOTES

By Albert T. Pimentel

Convention details are rapidly falling into place. The Centennial Policy Committee met in Cincinnati on February 29-March 2, 1980. An impressive number of reports was made by the numerous committees needed to operate this Convention. Amazingly, the Cincinnati area was hit by a snowstorm the evening of this Policy Committee meeting, which prevented some of the Stouffer's staff people from getting to work, but all of our various committee people from near and far managed to make it to the meeting. With dedication of this nature, I am looking forward to an excellent level of effort during the Convention by these vital "behind the scenes" persons. While many adjustments and clarifications were made regarding details, no major changes in policy were made at this meeting.

The total convention facilities fully available to us are without question the best the NAD has ever obtained. The Stouffer's-Cincinnati Towers Hotel is new, the small meeting rooms are exceptionally well lighted for deaf people. All facilities are accessible by persons in wheelchairs and for the convenience of elderly deaf persons who prefer not to use stairs. The Stouffer's Hotel is now completely sold out, but of course, rooms are being held for Savings Plan members, for NAD standing committee members and for other special guests. The overflow Netherland Hilton Hotel is now beginning to fill up.

The Convention Center owned by the City of Cincinnati is directly across from Stouffer's, and connected by a walkway. The Convention Center is a magnificent building, perfectly suited for conven-

tions. Most of our meetings and special events will occur in this building. The folding chairs are padded, the lighting is good and the rooms are comfortable and close together.

The Palace Theatre where the Miss Deaf America preliminaries and the several theatre groups will perform in the evenings is just a short, comfortable walking distance away. The building is in excellent condition, designed in the fashion of the old opera houses with elaborately sculptured ceilings and chandeliers. The number of tickets sold to each performance will be limited to assure everyone a reasonably good seat. Each performance will be repeated more than once to give our "convention goers" choices and an opportunity to see more than one theatre activity.

You will be receiving the second Centennial Bulletin shortly. This Bulletin, prepared by Dr. Mervin Garretson, will have complete information regarding all aspects of the Convention. We will be printing extra copies to be shared widely. If you know of others who would like to have a copy, please write us for extra Bulletin copies. This great convention needs to be made known to all who might be interested. We do not want to miss anyone who might wish to attend.

The Finance Committee met for two days prior to the Policy-Making Committee Meeting in Cincinnati. A complete budget package of information was prepared for analysis, modification and preparation for the Convention. Our budget becomes more complicated each year as our programs continue to develop. We have reached the point

where it appears necessary to employ a full-time person to manage our business affairs. This position has been included in the budget. With the continuing development of our book, publications, and sales department, we also will be looking for a marketing specialist to assist us with our distribution of these materials. Other important new developments with our budget include the implementation of a salary schedule to go along with a new job description system applicable to the Home Office, the Branch Office and D.E.A.F., Inc. in Massachusetts. The Home Office particularly needs such a system because we operate in a highly competitive labor market where good office staff members can readily transfer to jobs that pay salaries commensurate with personal skills. We are fortunate to have competent employees here at the Home Office and we want to be able to pay them appropriately. This has been a need that Dr. Schreiber felt keenly in the past, but was not able to respond, due to other pressing financial needs. Good administration dictates that we address this need as soon as possible. We are confident that the Convention will see the wisdom of approving this request.

Your wonderful efforts in writing letters to your Congressmen has resulted in an important victory. Congressman Edward J. Stack of Florida has withdrawn his bill "HR 5143" which would have permitted the Secretary of the Department of Education to "waive" requirements for compliance with the law in federal-state programs. This means that the "Florida Waiver" request is dead for this session of the Congress. Congressman Paul Simon, Chairman of the Select Education Subcommittee of the House Education Committee, where this bill was to have been voted on, gives major credit to the National Association of the Deaf for convincing Congressmen to oppose this bill. When Congressman Stack began to evaluate
(continued on page 28)

Announcement for NAD Office
For President-Elect
LAWRENCE FORESTAL
Millburn, New Jersey

For Election in Cincinnati 1980

Announcement for NAD Office
For President-Elect
T. ALAN HURWITZ
Penfield, New York

For Election in Cincinnati 1980

Announcement for NAD Office
For Secretary-Treasurer
DAVID W. MYERS
Baton Rouge, Louisiana

For Election in Cincinnati 1980

NATIONAL ASSOCIATION OF THE DEAF New Members

| | |
|----------------------------------|------------------|
| Carla Abbott | Florida |
| Phyllis W. Adkins | West Virginia |
| Marsha Alexander | Kentucky |
| Ellen Amado | California |
| Mr. and Mrs. Lawrence Avery | Indiana |
| Mr. and Mrs. Richard Baldi | Maryland |
| The Edward H. Bart, III Family | Illinois |
| Darcy A. Birnham | California |
| Jeanne C. Bonard | Arkansas |
| Debra Boudier | Oregon |
| Laurie E. Brooks | Wisconsin |
| Roger S. Brummett | Ohio |
| Mary Busby | Kentucky |
| Nancy Carroll | California |
| Mr. and Mrs. Alan D. Christensen | Illinois |
| Roy Curry | Michigan |
| Evan Dach | New York |
| Carol J. Deninger | Maryland |
| Zoe Dixon | Michigan |
| Mr. and Mrs. Leonard Early | Ohio |
| Diane Elliott | South Carolina |
| Jeanne Fair | Tennessee |
| Mr. and Mrs. William A. Floerke | Texas |
| Sandra Kay Florie | California |
| D. K. Ford | Washington, D.C. |
| Alec W. Friedman | Michigan |
| Clarence D. Glover, II | Florida |
| Michael Jay Hartman | Washington, D.C. |
| Patrick Henry | California |
| Clyde Houze | California |
| Edward Jauregui | California |
| Doris Johnson | Minnesota |
| Deborah Knigga | Ohio |
| Mr. and Mrs. Milton Kreif | Wisconsin |
| Susanna Lee | Delaware |
| Mr. and Mrs. James Lindsay | Maryland |
| Donald L. Lipton | Connecticut |
| Alexandra Markantonis | California |
| Mr. and Mrs. Wilfred M. McCain | Louisiana |
| Steve McClelland | California |
| Elizabeth McConnell | West Virginia |
| Mrs. Wayne Meyer | Minnesota |
| Beverly Miller | Maryland |
| Mrs. Martin Miller | Indiana |
| Nora Minatoishi-Thompson | Virginia |
| Patti Moore | Texas |
| Robert V. Nagel | Pennsylvania |
| Effie E. Nickels | Indiana |
| Cindy Perkins | Kansas |
| Marla A. Petal | Texas |
| Lorraine Peters | California |
| Jo Radner | Washington, D.C. |
| Claire L. Ramsey | Oregon |
| Anna Maria Rinaldi | Georgia |
| Mr. and Mrs. Robert Davis Roach | Washington |
| Joycelyn B. Robinson | California |
| Elaine T. Rosenblatt | New York |
| Wendie L. Rose-Golden | Illinois |
| Saul Rubin | California |
| Eli Savanick | Washington, D.C. |
| Patrick Seamans | California |
| Matt and Susan Searls | Maryland |
| Nanci Sheetz | Pennsylvania |
| Natalie A. Sera | Nebraska |
| Nelissa Shaffer | Ohio |
| Suzanne Sharken | Illinois |
| Janet Byrne Smith | Massachusetts |
| Danny C. Sparkman | Florida |
| Dorothy M. Stroh | New Jersey |
| Robin Swift | Massachusetts |
| Regina L. Thompson | Maryland |

NAD Fees (Annual)

| | |
|--------------------------------------|----------|
| Individual Membership | \$15.00* |
| Husband-Wife Membership | 25.00* |
| Organizational Affiliation | 25.00 |
| *Includes DEAF AMERICAN subscription | |

DEAF AMERICAN subscription, \$6.00 per year or \$11.00 for two years. Send remittance to the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

EMPLOYMENT OPPORTUNITY

Full Time Editor, NAD Periodicals

| | |
|---------------------|------------------------|
| The NAD Broadcaster | (monthly newspaper) |
| INTERSTATE | (bimonthly newsletter) |
| The Deaf American | (monthly magazine) |

This newly-created position involves full responsibility for editing, makeup, publication and circulation; supervision of supportive staff in the NAD Home Office.

REQUIREMENTS:

- 1) Extensive background in writing and editing for periodicals; knowledge of publishing field; supervisory training or experience advantageous but not mandatory.
- 2) Broad knowledge of and good rapport with the deaf community.
- 3) Demonstrable manual communication skills or willingness to begin to develop same immediately.

REMUNERATION: Negotiable, based upon \$18,700 minimum depending upon qualifications; excellent fringe benefits.

Interested persons should submit letter of application and comprehensive resume **IMMEDIATELY** to:

Albert T. Pimentel
Executive Director
National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

The NAD is an Equal Employment Opportunity Employer-M/F-Handicapped

| | |
|------------------------|----------------|
| Virgil and Sharon Todd | California |
| Mrs. Carl B. Turner | North Carolina |
| Norine Valeriote | Canada |
| Jill Witt | California |
| Jo Zeiler | Texas |

| | |
|--|----------|
| Charmatz, Mr. and Mrs. Carmen McCall, Mr. and Mrs. Eli Conley Akin, Mr. and Mrs. Deno Reed, Mr. and Mrs. Henry H. Holter, Washington Metro Alumni Chapter of DES, Deaf Pride, Inc. | |
| Total | \$466.00 |

Affiliated Members

| | |
|---|--------------|
| M-5 Inc., Services for the Deaf | Pennsylvania |
| Deaf & Hard of Hearing Institute of Christian Education | Ohio |

The following have contributed to Halex House in memory of:

Frederick C. Schreiber

Federated Stores Realty, Inc., Mr. and Mrs. William Clemons, Montgomery County Association for the Hearing Impaired, Catherine A. Brady, Alaska Association of the Deaf, William N. Duncan, Mary T. Gatlin, Talladega Chapter of Alabama Association of the Deaf, Mr. and Mrs. Richard P. Melia, Tidewater Chapter of Virginia Association of the Deaf, Cleveland State University, Connecticut Association of the Deaf, Mr. and Mrs. Lawrence Leitson, Marc P.

Contributions to the National Association of the Deaf

| | |
|--|----------|
| Mr. and Mrs. Richard V. Crow, Saul Rubin | |
| Total | \$106.00 |

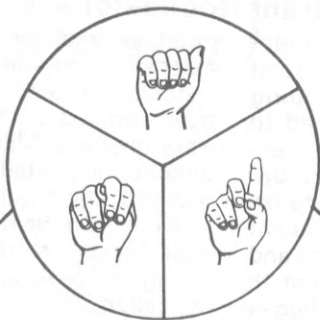
Contributions to Halex House

Mr. and Mrs. Robert L. Soper, Mr. and Mrs. Edward R. Barber, Esther E. Whitlock, Pearl C. Lewis, Mr. and Mrs. Henry H. Holter (in memory of Albert Fletcher), Mr. and Mrs. Henry H. Holter (in memory of Fannie Nichol), Mr. and Mrs. Henry H. Holter (in memory of Schuler), Mr. and Mrs. Carmen McCall (in memory of Lula Jacobs), Mr. and Mrs. Glen McCune (in memory of Carol Dorsey), Mr. and Mrs. August P. Herdtfelder (in memory of Carol Dorsey), Mr. and Mrs. Lars Ol Lundberg (in memory of Carol Dorsey).

Total \$665.00

PROFESSIONAL OPENING

Professional to staff new United Way funded program being established by a multifunction social service agency with a strong counseling program. Responsibilities include community organization with other community services to assist them to make their services available to deaf persons and direct counseling with deaf persons and their families. Excellent personnel practices. Master's degree in Social Work, Psychology, Guidance or Vocational Counseling with a speciality in working with deaf persons and skill in receptive and expressive American Sign Language required. Experience highly desirable. Salary dependent on qualifications. Send resume or call for further information to Eugene Krauss, ACSW, Executive Director, Family Counseling Center, 1321 Walnut, Suite 200, Des Moines, Iowa 50309. (515) 288-9020. An equal opportunity employer.



COMMUNICATIVE SKILLS PROGRAM

Here is some interesting and exciting information about American Sign Language and legal recognition of its usage in the educational setting. American Sign Language is being put in the category of bilingual education which presents special educational needs for those whose native language is ASL. We hope you will enjoy this column, and will tell us of any other political and legal matters that you may know of pertaining to American Sign Language.

Texas State Passes Law Recognizing American Sign Language as a Language and May Be Taught in Schools, Colleges and Universities.

Our hat's off to the people in Texas, including our NAD president, Ralph White, for making distinctive progress in recognizing American Sign Language as a legitimate language. There is now a law in Texas which reads:

"Relating to instruction in American Sign Language in schools and institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter D, Chapter 21, Texas Education Code, as amended, is amended by adding Section 21.121 to read as follows:

Sec. 21.121. AMERICAN SIGN LANGUAGE. American Sign Language is recognized as a language and may be taught in public schools in educational programs for both hearing and deaf students.

SECTION 2. Section 51.303, Texas Education Code, is amended by adding Subsection (c) to read as follows:

(c) American Sign Language is recognized as a language, and any state institute of higher education may offer an elective course in American Sign Language.

SECTION 3. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby

suspended, and that this Act take effect and be in force from and after its passage, and it is so enacted."

Interviewing Ralph White over the TTY, we learned the following things we thought our readers would like to know.

This began when some deaf people complained about some current practices in educational programs for the deaf in the state of Texas, especially those concerning the hiring of deaf people. The complaints were eventually brought before some legislators. A bill was drawn up which established a joint advisory committee on educational programs and services for the deaf in Texas. Receiving a sizable appropriation, the board proceeded with work that included conducting six or seven hearings all over the state. During one of the hearings, a parent in El Paso suggested to the committee that a law should be passed recognizing American Sign Language as a legitimate language. The suggestion was included as one of the 36 recommendations the board made to the Legislature. One particular bill regarding American Sign Language was sponsored by a Mexican-American Senator from El Paso and it passed both houses easily. The main purpose of the law is to allow schools and colleges to teach it as a foreign language, and to give American Sign Language some legitimacy as a language. According to Mr. White, classes and the idea of teaching American Sign Language in high schools and colleges and universities are going strong already.

Bilingual Education Rights (American Sign Language and English) Demanded by Families in California.

Several families in Southern California have done some things legally to demand their deaf child(ren)'s rights to appropriate bilingual education in their schools. Our office talked with a few

people there to gather the following information for our readers.

One hearing parent named Judy Fritz, having a deaf child named Amy in the Los Angeles area are going through a local level fair hearing process concerning their Individualized Education Plan (IEP). The parent requested that the school teach the child in American Sign Language, the child's native language. In one fair hearing process the school promised there would be a teacher fluent in American Sign Language in the classroom by the fall of 1979. The result was that the same teacher remained (who has little ASL skills), and an ASL interpreter was hired as a teacher's aid. Judy Fritz was not satisfied with this so she filed a grievance complaint against the whole Los Angeles Unified school district. Two other families joined the Fritz family in the grievance procedures. The Accessment Committee reviewed the case and gave a paper to the Los Angeles Unified School District that was an agreement that the needs of the child had not been met. The committee recommended that a new teacher be hired with ASL skills either to replace the current teacher, or to teach only those students who require ASL be used. (Incidentally, the current teacher is now enrolled in ASL classes.)

This recommendation has not yet been met. Due to the illness of the principal of the school the deadline for employing a bilingual ASL/English teacher was not met. The recommendations set down in writing by the Accessment Committee must be met or Judy Fritz will take her case to the State level. (The State has already contacted Judy, and has expressed great interest in her case.) Her daughter remains in this program without a qualified teacher.

Another set of families in Santa Barbara is doing similar things for their children. We talked to their lawyer, Steven Rink, and learned of the situation there.

As with the Fritz case, there are two ways to approach legal support for an ASL/English bilingual teacher. One may start at the state level and then take the issue to court; or start at the local level as in the Fritz case, then proceed to the state level if need be, and then take the case to court. The cases in Santa Barbara are starting at the local level, and have received wide recognition in the nearby environs—so much so, that the current teachers in question are taking classes in American Sign Language.

The Community Center on Deafness of Santa Barbara, California, contacted an attorney, Steve Rink, with the Legal Aid Services and asked for some technical assistance for two children who are deaf and need instruction in Ameri-

can Sign Language. One of the children is Jennifer McLellan, under five years old. Jennifer comes from a family that uses ASL as their primary language. At school, her teacher uses SEE II to communicate with her. Jennifer can't understand SEE II, and the teacher is unable to explain it to her as the teacher does not know ASL. The other child is Solomon Smaniotto, six years old. His parents are hearing, so for him the question is which mode of communication will work for him under the Total Communication philosophy supported by the school system. Rink will argue for American Sign Language, using the Bilingual Education Act to recognize ASL as a language. If this fails, then PL 94-142 will be brought up. PL 94-142 assures that testing procedures must be given in a language that is normally used in the person's daily life. Since oralism, fingerspelling or other such manual modes are not language, Rink will argue for ASL as this is a language and a visual language as opposed to an aural/oral one and would be a fitting language for Solomon to learn since he is deaf. The cases are still at the local level.

Dear Readers,

If you hear of other legal and/or political matters concerning American Sign Language in various aspects of academic or vocational training of work, please let us know.

(continued from page 25)

the number of votes on the matter, he apparently found no possibility of winning on this issue and decided to withdraw the bill. At times we debate the wisdom of asking our members to write so often. This was a crucial issue and I am glad the NAD prevailed. As a spinoff benefit, it also helps us to demonstrate our strength and effectiveness on Capitol Hill and in various subtle ways add to our ability to impact on the legislative system.

Late in January I had the pleasure of attending the Region II Conference in Madison, Wisconsin. This Conference was ably co-chaired by Board Members John Buckmaster and Herb Pickell. The Regional Conferences as an intermediate means of decision-making in advance of the National Convention are beginning to emerge as an important process for both State Associations and the NAD. I was pleased to have the opportunity to meet with the many representatives from the States to the Conference. Also, the hospitality of the local deaf citizens was magnificent and deeply appreciated by all involved. I am looking forward to a similar conference at the end of March in Charleston, South Carolina for Region I.

Continuing Education Grant Rochester Area Colleges Get

On October 1, 1979, a Federal grant was funded by Title I HEA, Special Community Service and Continuing Education, for a project designed to provide solutions to the problems encountered by deaf adults who are unemployed or underemployed because of inadequate preparation for recent technological changes in business and industry. The existing consortium of 18 Rochester (New York) Area Colleges (RAC) will develop a delivery system of services for the continuing education of deaf adults. Special internships for faculty and staff retraining are also part of the plan.

One objective of this project is to "demonstrate the replicability of this model to other directors or coordinators of continuing education programs throughout the country." As the project develops, the newsletter will serve as the medium for creating awareness of the project, and presenting the strategies used to resolve the problems to insure program success.

"Hearing Impaired" is a term used to describe and encompass all types of hearing defects; ranging from a minute loss to profound deafness. Hearing impairment is the single most prevalent chronic physical disability in the United States; affecting over 13 million people. Deafness is a condition in which perceivable sounds (including speech) have no meaning for ordinary life purposes.

The greatest problem faced by a deaf person is being cut off from the normal means of acquiring and transmitting language. While deaf people vary greatly in their abilities to cope with their hearing loss, they are generally capable of performing almost any job, if they are given realistic opportunities and adequate training.

Deaf adults share the same needs, desires and interests that motivate other adults to pursue organized and sequential learning opportunities. The major difference between deaf and hearing adults participating in continuing education is not in the need, but in the availability of facilities, programs, funding, and appropriate support staff such as counselors, interpreters, tutors and notetakers.

The disability of deafness interferes with the very nature of instruction: the verbal interaction between teacher and student.

On a national level, a survey of University Extension Programs for Deaf Adults was conducted in 1974. Eighty-three deans and directors of continuing education programs responded, representing colleges and universities in 44 states. There were very few deaf adults

in either credit or non-credit university extension programs. Only 9 of the 83 schools indicated that deaf adults had been enrolled and less than 50 students were involved. Many of the deans and directors indicated that they had never received any requests for programs or services from deaf adults. The average deaf person is usually not confident enough to seek services and/or further education.

All deaf persons need continuing education regardless of their level of educational attainment. If they have doctorates, they need to keep pace with current events, whether vocationally related or essential to participation in community affairs. For those less well-educated, continuing education is more a matter of economic survival. The changing labor market has already deprived some deaf workers of their jobs.

This project proposes to solve the problem of non-participation by implementation of the following objectives:

1. To conduct a needs assessment of deaf adults, deaf leaders, college continuing education directors and Office of Vocational Rehabilitation counselors for the deaf.
2. To provide increased awareness of continuing education programs among the deaf by disseminating brochures and posters and by television advertising.
3. To recruit deaf adults into credit and non-credit continuing education programs.
4. To establish a 15-member planning committee made up primarily of deaf adults.
5. To provide office space as an advising center.
6. To develop easy-to-read brochures.
7. To provide funding for interpreters.
8. To provide inservice instruction on deafness.
9. To provide retraining opportunities for faculty of the Rochester colleges in deafness.
10. To provide materials with high-interest and low-reading levels.
11. To disseminate the plan for providing continuing education to deaf adults on a local, state and national level.
12. To correspond with the directors of continuing education programs in other areas of the country.

Future newsletters will outline the progress of efforts toward the actualization of these objectives. If you have questions or requests, please direct them to: Dr. Lee Murphy, Coordinator of Continuing Education for the Deaf, 50 West Main Street, Rochester, New York 14614.

Centennial Convention Workshops

The NAD Centennial Convention in Cincinnati, June 29-July 5, 1980, is a place not only for Representatives from state associations of the deaf, not only for IAPD, Jr. NAD, RID and ADARA participants. In short, not only for EVERYONE but also for those who use the convention as an opportunity to take short courses, workshops or presentations.

The NAD Centennial Convention will be a rare event in our century. So is our program of short courses, workshops and presentations. It will be something different from the past. There will be a greater variety, sponsored by several schools, organizations and individuals.

Availability of physical space for this program is very limited. Those interested are urged to study the tentative program and select courses, workshops or presentations they want to attend.

Preferences will help greatly as only the courses, workshops presentations in which people are interested will be offered during the NAD Centennial Convention.

A final listing of courses, workshops and presentations with registration fees will be published later.

Communication

A Look at American Sign Language and the Deaf Community
Stutton Movement Shorthand
Bilingualism in the Deaf Community: What Does This Have to do with Deafness
Teaching ASL as a Second Language
ASL, Yesterday, Today and Tomorrow
ASL as English and Its Counterparts
Effective Use of Interpreter Services
TTY: Simple TTY Maintenance Course; A Look into the Future Telecommunication Devices; Telephone Communication Strategies for Deaf People

Consumerism

Assessing the Human Services System—How to Be an Effective Consumer
Advocacy and Community Organizing: What Does This Have to do with Deafness
How to Involve Effectively Parents, Professionals and Consumers in Vocational Education Agency
Consumer Involvement in Career and Vocational Education for High School Students

Education

The Deaf in Literature
Science Fiction for You
Methods and Materials for Continuing Education Programs
Metrics Workshop
Effective Programs for Parents of Deaf Children

Education Programs for Severely Handicapped Deaf Children
Prescriptive Continuing Education for Counselors Serving Deaf People

Legal

Youth and the Law
The Law and the Deaf
Sections 501, 502, 503, 504
Protecting Your Rights
Section 501(c)(3)
P.L. 95-602, Section 513

Rehabilitation

The Emerging Role of the Rehabilitation Continuing Education Program, Deaf Education and Training
Assessment of Deaf Persons in Rehabilitation
Proposed Revision of R-300 Codes for Rehabilitation Clients
ADARA State Chapter Establishment and Operations
Rehabilitation of the Multiply Handicapped Deaf

Sections

Education Section
Senior Citizens Section
Mental Health Section
SIGN Section
Preparing for a NAD SECTION
State Commission Meeting

Specials

Deaf Culture
1980 Helen Keller's 100th Birthday—What Is Happening to Hearing-Vision Impaired People Today
Grant Writing
Training and Placement of Deaf Persons and Social Life among the Deaf in Sweden

Black Caucus (1-4)
The Decoder and You
You and Your Library
GLAD (Greater Los Angeles Agency for the Deaf) and its Programs
Experimental Programs Off Campus
Deaf Folklore
Development of Job Seeking Skills
Parents and Deaf People: The Missing Links

Theatre

Visual Theatre
Creative Drama
Lecture Demonstration
Story Telling in Sign
Signmime
Theatre Interpreting
MCTD and You
NTD and You
Community Theatre
Language and Its Theatre
Playwriting
Summary on Workshops (NTD/MCTD/HMT/TAD)
American Deaf Theatre Alliance Meeting

Youth Related Programs

Boys/Girls State Program
Youth Section Meeting
Arts/Crafts
Mini Lessons: Sign Language; Dancing
Story Telling
Learning Experience: I. Deaf Youth and ADARA; II. Priorities for the 80's; III. Growth of Your Followers; IV. The Deaf Youth IA and PD
Water Activities
Captioned Films
Miss Deaf America Mini Talent Presentation
Jr. NAD Business Meetings
Little Theatre of the Deaf
Youth and NCLD
Jr. NAD Pageant
Outings: Zoo Trip, Cincinnati Tour

Preference Form

Name:

Address:

I intend to attend the following courses, workshops or presentations:

- | | |
|--------------------|-----------|
| 1. _____ | 6. _____ |
| Course title, etc. | |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Send by APRIL 10 to: Yerker Anderson, Sociology and Social Work Department, Gallaudet College, Washington, D.C. 20002.

Deaf Sports Chronology . . . The Explosive '70s

By ART KRUGER, Sports Editor
2835-F Hilliard Road, Richmond, Virginia 23228

Pundits have called it the Me Decade, the Decade that Almost Wasn't, the Nostalgia Decade and the Lost Decade.

The front-page news dominated, it seemed, by the dismal and the disappointing—a festering war in Vietnam, a national scandal called Watergate, a ritual mass suicide-slating in the Guyana jungle, a crippling shortage of precious fuel, a hostage situation in Iran that drags on into 1980.

In the sports world, however, there was no shortage of the heroic, the magnificent, the remarkable. Even when the pressures of politics and money spilled onto the sports pages, there was rarely a time when the competitive endeavors of teams and individuals failed to provide a respite from the careworn world.

American deafdom had its share of national and international sports heroes in the 1970s, and we had no trouble finding outstanding material to rank as

the top sports stories those 10 years.

Here's a chronology of our best:

1970

- Nate Cannon of Rome School for the Deaf set a New York State school-boy career record of 2,223 points in 79 games in four years. This surpassed the previous state record of 2,108 set by Union Academy of Belleville's Jim Stockwell in 1968. And Lew Alcindor (now changed to Kareen Abdul-Jabbar), who was a high scorer with New York City's Power Memorial High School, now with Los Angeles Lakers after aiding UCLA to three straight NCAA cage titles, is third with 2,067.

- Willie Forest of Illinois School for the Deaf, one of the best high school backs in the state, scored 57 touchdowns and 20 PATs in 26 games for a total of 382 points in three years, a new deaf prep record. And he was the

main reason why the ISD Tigers enjoyed three great years, with 21 wins, 4 losses and 1 tie including a perfect 9-0 campaign in 1969.

1971

- Tamara Marcinuk of Fitchburg, Massachusetts, received a special award from the village of Adelboden, Switzerland, for being the outstanding skier of the VIII World Winter Games for the Deaf.

- Pennsylvania School for the Deaf at Mt. Airy was undefeated in field hockey for girls for two years, winning 16 and tying 1.

- Jerald M. Jordan of Adelphi, Maryland, was elected president of the CISS, the first American so chosen since the CISS was founded in 1924.

- Bennie Fuller's phenomenal scoring performances in basketball attracted national attention. He broke all of his four national deaf prep individual



ATHLETE OF THE DECADE FOR THE 1970s—Leo Bond III of St. Paul, Minnesota, center, poses after winning the 800-meter run at the XIII World Games for the Deaf held at Bucharest, Romania, in the summer of 1977, thus becoming the first deaf runner in the world to run less than 1:50. Left is silver medalist. Willy Van Mulders of Belgium who clocked 1:51.6, well under Bond's old WGD record of 1:53.2. Right is Vasilii Chekin of Russia who placed third in 1:52.4. (Photo by Art Tomlinson of Chicago, Illinois)

scoring records when he scored single season record of 1,681 points in 33 games for a record per game average of 50.9, including a record single game spree of 102 digits. He became the first deaf prepster to garner more than 4,000 points in four seasons—4,595 points, a four-year average of 39.2. And because of him Arkansas School for the Deaf had a sparkling four-year record of 93 wins and 30 losses.

- Fidel Martinez, first of Coach Al Whitt's boys to win Colorado State Class A High School wrestling championship. He had a sparkling 21-1 mark.

- Gary Washington, sensational 16-year-old Colorado School for the Deaf sophomore, was undefeated in the 100, 220 and 440 all season in 11 meets and was state Class A champion in those three dashes.

- Leo Bon III, another sensational sophomore from Minnesota School for the Deaf, climaxed an undefeated season in the 440 by winning the State All-Classes finals in 49.6.

- Bennie Fuller, that magnificently poised sharpshooter, fired up a sluggish East offense in the second half and led his team to a 95-85 win over the West in the Arkansas High School All-Star basketball game in Little Rock's Barton Coliseum, August 7, 1971. He finished with 26 points and was named the Most Valuable Player of this game, an extremely popular decision.

- Colorado School for the Deaf paced by Gary Washington zipped into state Class A playoffs with a perfect regular season mark of 8-0-0 in 8-man football.

- And on December 6, 1971, President Richard M. Nixon gave this 17-year-old junior, Gary Washington, an award from the Amateur Athletic Union as the "most courageous athlete." The presentation took place in the White House.

- The Central States Schools for the Deaf Basketball Tournament was revived at last after an absence of THIRTY years, thanks to Illinois School for the Deaf making it possible, and the Jacksonville-based school hosted the meet December 18-19, 1971.

1972

- After gaining All-Star honors in 1970 with the Huron (Michigan) High School hockey team, Deane Sigler was the hard-skating, high-scoring right wing for Rochester Institute of Technology. In his first college hockey game against Syracuse University, he scored one goal and three assists in a 9-0 rout for RIT.

- It was Leon Orlient Grant all the way in the AAAD cagefest, a perfect end-

ing to another national crown for this 6-foot-8, 28-year-old superstar, six national titles in the last seven years, the first five with Los Angeles Club of the Deaf and the last one with the Carolinas club of Charlotte. As expected, he was an unanimous choice as the outstanding player of the AAAD basketball finals at Hartford, Connecticut. This was Leon's fifth MVP award in the last seven years. And he was named to AAAD all-tournament FIRST team seven straight years.

- On June 23, 1972, President Richard Nixon approved Title IX, an act which specifies equal opportunities in athletics for women and girls in high school and collegiate competition. Now our deaf prep girls are competing with high schools in volleyball, basketball, track, swimming, field hockey, and even soccer. And Gallaudet College women are now participating in intercollegiate tennis in addition to these sports except soccer.

- Gary Washington again was undefeated in both sprint events as well as the 440 and repeated as state Class A champion in those three events.

- Hardy Jones of Missouri School for the Deaf broke the State Class A indoor record when he ran the 60 yards in 6.3 seconds during the state indoor meet in Columbia on March 24, 1972. The MSD Eagles started by placing second in the state Class A indoor and then ended the track season by taking their first state outdoor championship in 36 years at the University of Missouri Memorial Stadium in Columbia.

- Swedish deaf bowlers again came to the United States and entered in the 8th National Deaf Bowling Association's

world deaf championship at Rockford, Illinois, July 1-4, 1972. The previous year they bowled against American deaf keggers in Albany, New York, Detroit, Michigan, and Washington, D.C.

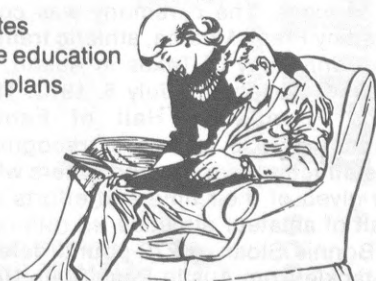
- The Morganton World Games for the Deaf Tryouts in track, swimming, wrestling, tennis and volleyball was one of the most outstanding athletic events of the deaf in history. There Suzy Barker of Texas School for the Deaf broke world deaf record in the 100-meter hurdles in 14.7, which still stands. **The first 3,000-meter steeplechase race for the deaf held at the tryouts was a huge success.** And never before in the history of deaf prep track had we seen three great 440-yard men in one season—Gary Washington of Colorado, Leo Bond III of Minnesota and John Klaus of Washington. They were undefeated in the 440 all season and repeated as state high school champions. Bond won the dream 400-meter dash in 48.1. Klaus was second in 48.4 and Washington third in 48.5. The people of Morganton, North Carolina and the Burke County and also the fans from all over the country certainly saw that tremendous race among those three state high school champions.

- Gary Washington again led his Colorado Bulldogs to the state tournament with second straight 8-0-0 regular season mark. He played 8-man football, but he was named to all-city, all-state and All-American high school 11-man first team squads.

- Ruth Seeger, Texas School for the Deaf teacher and coach and also one of the USA track and field coaches, was named one of six Outstanding Austin Women of the Year 1972.

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THEY DID IT AGAIN—The girls of the Kansas School for the Deaf volleyball team won their third straight invitational volleyball tournament of Midwest deaf prep schools and also compiled their third consecutive winning season from left to right: **STANDING**—Head Coach Charles E. Marsh, Jr., Sally Ripley, Dinah Mullins, Mary Beth Wasinger (score-keeper), Julie Balocca, Brenda Schultz, Nancy Ronnebaum (manager), Amy Cizerle, Gloria Shumate (assistant coach). **KNEELING**—Elaine Rodriguez (student coach), Judy Gildhouse, Kris Nystrom, Tambee Dehm, Bonnie Goblen, Lori Winters and Sharon Ellenbecker (student coach). Bonnie Goblen, 5-2 freshman, scored 40 points to set a new tournament record in the 3rd Annual KSD Invitational Volleyball Tournament.

1973

- Bob Brame of Arlington, Texas, became the fifth deaf kegler known to us to have rolled a perfect 300 game. Others who did this during the past years were Andy McGrath of Detroit, Michigan, in 1941; Byron McDaniel of Madison, Wisconsin, in 1951; Ralph Reese of Peoria, Illinois, in 1963, and Lowell Kumler of Minneapolis, Minnesota, in 1967.

- Gary Washington, that fine all-around Colorado School for the Deaf athlete, was one of four outstanding athletes in Colorado honored at the 9th annual Colorado Sports Hall of Fame banquet on February 6, 1973, in the Denver Hilton Hotel. He was cited as Colorado's High School Athlete of the Year.

- Tom Berg, head track and field coach at Gallaudet College, and Art Kruger, chairman of the United States World Games for the Deaf Committee, became the first deaf persons to be inducted into Helms Athletic Foundation Hall of Fame. The ceremony was conducted by Frank Medina, athletic trainer at the University of Texas in Austin, at Gallaudet College on July 5, 1973. The Helms Foundation Hall of Fame, founded in 1936, serves to recognize those athletes, coaches and others who have given of their time and efforts on behalf of amateur athletics.

- Bonnie Sloan, a 270-pound defensive tackle from Austin Peay State University of Clarksville, Tennessee, became the first deaf player ever to be selected in the National Football League's annual college draft by the St. Louis Cardinals.

- The United States outmedaled the Soviet Union, 82 to 48, for the best showing ever at the XII World Games for

the Deaf at Malmo, Sweden, in the summer of 1973. The Americans won 29 gold medals, 21 silver and 32 bronze, while the Russians took 26 gold medals, 15 silver and 7 bronze.

- Ron Rice of Warren, Michigan won 5 gold medals and set 7 global marks as the USA made a big splash in the Malmo Games.

- And we have yet to forget to see Leo Bond III popped out after his great victory over Bert Pollakowski of East Germany at the tape for a new World Deaf standard in the 400-meter finals in 47.5. Also the classic 200-meter finals when Gary Washington won and set a

global record in 21.3. Pollakowski was second in 21.4 and favorite Valery Lukash of Russia third in 21.6. John Klaus of USA was fourth in 21.8. All four competitors broke the world mark of 21.9.

- Detroit Association of the Deaf bowlers representing the United States beat the Swedish team at Malmo during the XII World Games but lost to the Swedes at Stockholm.

1974

- Jesus Contreras, only a freshman at Colorado School for the Deaf, became the third CSD grappler to win a state title when he walked off with the 112-pound Class A championship at the state tournament at Colorado State University in Greeley. He went through the 1974 season with 24-1 worksheet. Fidal Martinez won two titles in 1970 and 1971, and Larry Schwarz captured the 126-pound crown in 1973.

- Carlos Ramirez, in this two years of wrestling on the Arizona School for the Deaf Sentinel squad, compiled a phenomenal 46-won, 1-lost record. Thirty-eight of the 46 wins were by pins. Defending his state title in the heavyweight class, Carlos breezed through the state high school tournament again during the '74 campaign, getting all pins and regaining his heavyweight crown.

- Robert Coker of Tolono, Illinois, and Frank Gallo, Jr., of Deer Park, New York, each bowled a perfect 300 game.

- Sophomore Drexel Lawson ran 48.9 in the 440, and won two state Class

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B titles for North Dakota School for the Deaf all by himself—both indoor and outdoor.

- Ron Odom, senior at New York School for the Deaf in White Plains, was undefeated in the sprint events in four years of high school competition, both in dual meets and tournaments.

- Steve McCalley, a freshman at the College of South Idaho, a junior college in Twin Falls, shattered the regional junior college record in the six-mile run in 30:35.0 at the JC regional meet at Eugene, Oregon, on May 17, 1974, and became the first deaf trackster to qualify in the national junior college finals at Houston, Texas, May 23-24-25, 1974.

- John Hunter, senior at Idaho School for the Deaf, replaced his former teammate, Steve McCalley, as state Class A champion in both one-mile and two-mile runs.

- Craig Healy, a Clarke School for the Deaf product, and a junior at California State University at Northridge, broke the global record for the deaf in javelin at 219 feet, 4 inches (66.85 meters) at NCAA Division II Track and Field Championships at Eastern Illinois University in Charleston, May 31, 1974.

- The beautiful Health and Physical Education Building at Tennessee School for the Deaf in Knoxville was named after E. Conley Akin and was dedicated on September 28, 1974. He

devoted some 25 years of his life to coaching deaf youngsters and as athletic director since 1941.

- Wisconsin School for the Deaf under Coach Waldo Cordano had its first perfect grid season with a 9-0-0 record.

- Steve Blehm, senior at North Dakota School for the Deaf, became the first cager from this school to be picked for the All-State first five team. He also became the All-Time North Dakota high school scorer. He put away his No. 35 jersey as it's being retired after he compiled a raft of records which will probably stand in the state for a long time. He scored 3,859 points in 94 games in four years. His state single-game record of 85 points set in his sophomore years also appears among the untouchable records. And he averaged 41 points a game, breaking the previous highest recorded career average, according to Letterman, by Bennie Fuller who hit 39.4 points per game over 122 contests in the years 1968-71. Steve led NDSD to 66 wins, against 28 setbacks during his four seasons, including 20-4 and 20-6 marks in two of these years.

- Gallaudet College had a varsity volleyball team for men for the first time in 1974, and that team made college history. It became the first Gallaudet team to compete in a national finals competition. The Bisons earned the right to rep-

resent the Potomac Intercollegiate Conference (PIC) at the National Association of Intercollegiate Athletics (NAIA) National Volleyball Tournament by posting an 8-2 record during the regular season of play and then by winning the PIC tournament in April 1974. The NAIA meet was held in Downers Grove, Illinois.

1975

- For the first time the World Winter Games for the Deaf were held in the United States, and the VIII edition held at Lake Placid, New York, February 2-8, 1975, was a resounding success, the best in the history of the CISS.

- Ernie Goodis, senior at Marie H. Katzenbach School for the Deaf at West Trenton, New Jersey, wound up his brilliant four-year cage career with 2,284 points. This placed him in a unique circle shared by only 9 other players in the history of scholastic basketball in New Jersey, and also by only ten other deaf prepsters in history. His 2,284 points placed him fifth on the all-time national deaf prep scoring list. Leon Grant, that 6-8 scoring whiz of the North Carolina School for the Deaf Greyhounds, was the first deaf prepster to tally more than 2,000 career points, when he had a total of 2,352 points in 84 games in only three years from 1960 to 1962. Besides Cannon, Fuller and Blehm, others who have surpassed the 2,000-point plateau (four

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years): Don Lyons of Berkeley, 2,072 in 1964; Roosevelt Cunningham of Alabama, 2,457 in 1966; William Selan of Alabama, 2,017 in 1966; Charles Coward of Mississippi, 2,057 in 1967; and John Sandoval of Berkeley, 2,242 in 1971.

- The Gallaudet College women's volleyball under Peg Worthington produced a fantastic record of 21 wins and 3 losses in 1975.

- Drexel Lawson was again undefeated in the sprints and the 440 in 15 events during this 1975 season and tied the American Deaf record in the 440 in 48.4. And one high school coach said there were three classes of track in North Dakota—Class A, Class B and DREXEL LAWSON. Despite track being a minor sport in comparison to football and basketball, Lawson was the best known athlete in the state, and was chosen North Dakota's 1975 High School Athlete of the Year. This was a real big honor, a first for a deaf person in North Dakota and for North Dakota School for the Deaf!

- Linda Shell, a senior at Mississippi School for the Deaf, set three state Class B and three American Deaf standards, winning the 100-yard dash in 11.0 seconds flat, 50-yards in 6.0 seconds flat and anchoring the MSD girls 440-yard relay team to a record 49.9 seconds.

- And the MSD girls team won the state Class B track and field championship

held on May 9-10, 1975, for the fourth consecutive year. In winning four straight titles, the girls set a new record for consecutive championships for the state of Mississippi. The girls also won the District 6B and South Mississippi regionals for four straight years.

- John Hunter, freshman at College of South Idaho, was first in the 3,000 steeplechase in 9:35.4 at the junior college regionals at Salem, Oregon. He went to the nationals at Houston and finished sixth in this event.

- Craig Healy, senior at CSUN, became the first deaf athlete in the world to have tossed the javelin over 70 meters as he was third in the Long Beach Invitational at Long Beach State University, May 4, 1975, with a throw of 232 feet, 2 inches—equivalent to 70.76 meters—breaking his own global mark for the deaf THREE times that spring. And Cal State Northridge won the NCAA II track crown at Sacramento, California, and Healy was named to the NCAA II All-American team.

- The United States emerged as the undisputable champion of the first Pan American Games for the Deaf, held at Maracaibo, Venezuela, November 15-22, 1975. The Americans finished with a total of 51 medals, 22 gold, 20 silver and 9 bronze. The American swimmers set six global records. In track, the USA won 12 of 18 events as the female tracksters won every event, including a sweep in the 100, 200 and

400. Some 300 athletes from 10 hemispheric nations participated in seven sports at these games. The USA were champions in track and field, swimming, volleyball and basketball. The Americans did not participate in soccer, table tennis and chess.

1976

- The first deaf prep basketball tournament for girls was held when the first annual New England Schools for the Deaf began in 1976 at Randolph, Massachusetts, home of Boston School for the Deaf.

- Marvin Tuttle, one of the deafdom's all-time cage greats who became an all-stater first team at Iowa School for the Deaf, was one of the eight inductees into the Iowa High School Athletic Association's Basketball Hall of Fame in front of 14,815 fans at Veteran Memorial Auditorium in Des Moines on Saturday, March 20, 1976 during the state basketball tournament. This occasion was televised statewide and in adjoining states.

- The Rhode Island School for the Deaf Roosters were 20-game winners for the fifth time since 1970 under Coach Jim Cooney. The Roosters were 24-2 in 1970, 20-6 in 1971, 23-6 in 1972, 21-5 in 1973 and 21-6 in 1976. And RISD won the New England deaf prep cage title for the fifth year in a row.

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- Gallaudet College's Lawson Pair was a strike out artist. He led the nation in the NCAA III in strike outs (101) and strike out average (13.5). And he was the main reason why the Bison baseball team ended the 1976 season with the best won-lost record, 11-8-2, since 1899. Gallaudet placed second in the Potomac Intercollegiate Conference (PIC) tournament, and Lawson Pair was voted the Most Valuable Player in the PIC.

- Greg Warren of New York School for the Deaf in White Plains set a national high school record in the one mile walk in 7:00.3, eclipsing the previous mark of 7:01.9 set by John van der Bryant of East Appleton, Wisconsin.

- Arizona School for the Deaf became the first deaf prep school to win a state high school football title. Competing in 8-man football the ASD Sentinels took the state Class C crown and ended the 1976 campaign with a 7-2-0 mark. And John Milford was named Arizona High School Football Coach of the Year.

- Mike Paulone of Pennsylvania School for the Deaf was the first PSD athlete to be chosen to the first eleven Philadelphia All-City Grid Team as quarterback. And during this 1976 season he set a new national deaf prep record for the best completion percentage in passing (68%).

1977

- The best news of the 70's was the inaugural of the long-awaited Farwest Deaf Prep Basketball Tournament. Despite the great distances that have always hampered the formation of such a meet, the first tournament held at Berkeley, California, was a tremendous success. The tournament was named the California Classic playing every other year at Berkeley and Riverside.

- Jesus Contreras was chosen as Colorado's high school wrestler of the year. He achieved an incredible record during his prep career. He won 107 matches and lost only three. He racked up a 27-0 record during this 1977 season, and to top things off he garnered his third Class A title in four years of varsity wrestling.

- Another basketball tournament for girls was begun when the first Eastern States Schools for the Deaf Basketball Tournament for Girls was held at Maryland School for the Deaf in Frederick, February 24-25-26, 1977.

- Gallaudet College's baseball team placed first in the PIC regular season and went on to win the PIC tournament—again largely due to pitching ace Lawson Pair, and he was voted the meet's Most Valuable Player for the second straight year.

- Robert Milton, a sophomore at South Carolina School for the Deaf, became the first deaf trackster to jump over 23 feet when he leaped 23 feet, 1 1/4 inches in the long jump at the Upper State Class A meet held in Rock Hill, South Carolina.

- The United States was the big winner with record 103 medals at the XIII World Games for the Deaf at Bucharest, Romania, July 17-27, 1977. And American teenagers Jeff Float of Sacramento,

California, and Laura Barber of Allison Park, Pennsylvania, won 10 gold medals each in swimming. **Their efforts captured the attention of the world.** The United States finally overtook the Soviet Union for most medals won in the World Games from 1924 to 1977, 381 to 354.

- Mike Paulone of the Mt. Airy school became the first deaf prepster to be named both the football and basketball Player of the Year in the same academic year. And in basketball Paulone broke

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PSD all-time scoring record of 2,226 points.

- Jock Ferreira, too, had a brilliant career in basketball at Rhode Island with 2,527 points in 121 games for a 20.8 average.

- For the fourth time in four years the men's volleyball team of Gallaudet College won the PIC tournament. Head Coach Bob Jackson was also voted the PIC Volleyball Coach of the Year for the fourth consecutive season. The team concluded the season with an overall record of 20 wins against 6 setbacks. This was a remarkable feat considering that the team that season was rebuilding.

- Colorado School for the Deaf was the second deaf prep school to win a state title in football. The CSD Bulldogs were undefeated in eight games. They

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defeated Simla High in the final of state Class A 8-man championship, 20-16, and ended the season with a sparkling 11-0-0 record.

- Illinois School for the Deaf at Jacksonville made the 24th annual Central States Schools for the Deaf basketball tournament held at Olathe, Kansas, history by being the first club to win the title four consecutive years.

1978

- Los Angeles Club of the Deaf withstood a flurry of missed Union League shots with less than nine seconds remaining to emerge victorious 85-84, for its fourth straight AAAD cage title at the 34th annual National Basketball Tournament championships on April 8, 1978, at the St. John's University Gymnasium in New York City. And it was LACD's ninth in the last thirteen AAAD tourneys. Leon Grant, that 6-8 superstar with his dominance in AAAD ball, gave the Los Angeles quintet five straight titles from 1966 to 1970.

- There were several deaf preppers, both boys and girls, winning individual titles in track and field during the 70's decade, but outstanding of them all was Donna Fine, a 16-year-old sophomore, who earned the first state title for Oklahoma School for the Deaf when she won the state Class B championship in the 80-yard hurdles in a world deaf class time of 11.13.

- And physically awesome Jeremiah (Joey) Manning led Florida School for the Deaf to first ever state track title, when the 17-year-old, 6-6, 200-pound FSD superstar won the pole vault, setting a state record at a height of 13-9, and also claimed the discus with a throw of 159-10, and placed second in the high jump at the 64th annual state Class A meet at Winter Park, Florida.

- Jeff Float became the first American deaf to compete for the United States in swimming against the Soviet

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Union in a dual meet held at University of Texas Olympic Swimming Center in Austin in April and helped the American swimmers beat the Russians easily when he placed third in the 400-meter individual medley in 4:21.87. He also became the first deaf swimmer to win a National AAU title when he captured the 400-meter freestyle in 3:54.32. And he again became the first USA deaf athlete to compete in the World Swimming Championships held at West Berlin in August, and he placed second in the 400-meter freestyle in 3:53.42.

- New Jersey won its fourth Eastern States deaf prep cage title during the '70 decade. And the first Mason-Dixon deaf prep basketball tournament for girls was held at South Carolina School for the Deaf.

1979

- The United States participated in the World Winter Games for the Deaf at Meribel, France, January 21-27, 1979. This was the third one in the '70 decade.

- Lexington School for the Deaf captured its fifth Eastern II deaf prep cage title in the last six years, and over those years the Blue Jays have won 87 and lost 39.



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EQUAL OPPORTUNITY EMPLOYER

- The first **girls** California Classic for schools in the Farwest, held at Berkeley California, was a huge success.

- Jim Cooney retired from basketball coaching at Rhode Island. He coached for 16 full seasons, and his career record was 249 wins and 121 losses.

- Anita Lockhart, the Mississippi School for the Deaf scoring ace, not only reached but far surpassed the 1,000 point barrier, with a total of 1,394 points, Anita became the only deaf prep girl cager to score over 1,000 points, and she did this in three years. As a freshman she garnered 348 points. As a sophomore she put in 484 points, and in her junior year this 1979 season she tucked in 562.

- The Washington Diplomats outlasted Chicago Lincoln, 115-103, in THREE overtimes to win the 1979 AAAD cage title. It was the most dramatic classic in the 35-year history of the AAAD.

- The 4th annual National AAAD Slo-Pitch Softball Tournament held at Cleveland, Ohio, proved that softball is here to stay. The first one was held at Detroit, Michigan in 1976, then at Houston, Texas in 1977 and at Kansas City, Missouri, in 1978.

- Kansas School for the Deaf was the seventh deaf prep school during the decade to win more than 20 games a season with an outstanding 21-3 record. The other 20-game winners besides Rhode Island and North Dakota were Arkansas twice, 26-4 in 1970 and 20-13 in 1971; Texas three times, 21-7 in 1972, 24-9 in 1975 and 20-9 in 1976; Georgia twice, 23-3 in 1976 and 20-6 in 1978, and Illinois, 20-6 in 1976.

- Model Secondary School for the Deaf in Washington, D.C., was the fourth deaf prep school to post a perfect

11-man football slate in the '70s, winning all nine games. Wisconsin did that twice, taking all nine games in 1974 and 1976. Florida had a perfect 1976 campaign in 10 games, and Washington was undefeated and untied in eight games in 1978.

- And to end the chronology of the Deaf Sports Explosion in the '70s, let us record that Ron Smith of Rochester, New York, is the 8th deaf kegler to roll a perfect 300 game since 1941.

Now how about All-American teams of the deaf prep schools of the '70 decade?

FOOTBALL

E—Joey Manning, Florida
E—Edward Arnold, Virginia
E—Leo Bond, Minnesota
E—Lance York, Riverside
T—Kenneth Kramer, Indiana
T—Robin Ladd, Wisconsin
T—Dan Fitzpatrick, Missouri
T—Pedro Medina, Illinois
G—Joe Hunter, Florida
G—Ethan Bernstein, Riverside
NG—John Way, South Carolina
C—Charles Browning, Tennessee

QB—Mike Paulone, Mt. Airy
QB—Richard Suiter, St. Rita
HB—Gary Washington, Colorado
HB—Larry Thompson, Texas
HB—Willie Forest, Illinois
HB—Jesse Wade, Model
FB—Dennis Hill, Alabama

LB—John Och, Washington
LB—Patrick Weir, Michigan
LB—Raymond Steele, Alabama

B—Craig Brown, North Carolina
B—Hardy Jones, Missouri
B—Ken Landrus, Washington

P—Tom Schlotthauer, Wisconsin
K—Steve Harrison, Tennessee

The 1970's produced several outstanding backs who scored more than 100 points in one season: Richard Reynolds, Amer., 120 points; Hardy Jones, Mo., 106 and 130; Ken Watson, River., 104; Terry Thomas (Thornton), Ala., 118; Keith Brown, Riverside, 100; Danny Adamson, Mo., 136; Steve Harrison, Tenn., 112; Donnie Stewart, Tenn., 148; Craig Brown, N.C., 167; Jerome Jackson, Fla., 132; Dennis Hill, Ala., 127; Larry Thompson, Tex., 114; Arnold Ross, N.C., 170; Mike Maxwell, Wis., 130; Tim Morgan, Wis., 138; Harry Steele, Iowa, 111; Oscar Hamilton, Ky., 100; David Harrington, Md., 100; Jesse Wade, Model, 120 and 132; James Smith, Model, 100, and Mike Stewart, Ala., 112.

There were 29 deaf prepsters who ran more than 1,000 yards in the seventies, and Larry Thompson was the top rusher when he lugged the leather 248 times for 1,858 yards for a new deaf prep rushing record. In four years he scored 54 touchdowns and 16 two-pointers for a total of 340 points.

And we should not overlook other top linemen of the '70s: Robert Reed of Texas, Michael Werner of Georgia, Navarro Davidson of Wisconsin, Andy Helm of Washington, Dale Dennis of Alabama, Neal Polzin of Minnesota, and



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Chris Jamison and Kevin Milner, both of Kansas. Also there were a number of fine quarterbacks that any coach would dearly love to have as the leader of his team: Randy Suhr of Wisconsin, Rick Ward of Missouri, Jerry Below of Arkansas, Scott Kuehn of Minnesota and Walter Ripley of Kansas.

BASKETBALL

F—Bennie Fuller, Arkansas
F—Steve Blehm, North Dakota
F—Nate Cannon, Rome
F—Ernie Goodis, New Jersey
C—Joey Manning, Florida
C—Ernie Epps, Kentucky
G—Mike Paulone, Mt. Airy
G—Craig Brown, North Carolina
G—Danny Sellick, Mill Neck

Other top-notch cagers during this decade: Jock Ferreira of Rhode Island, Jamie Hinchcliffe of Lexington, Jimmy Newsome of Model, Ron Mattson of Illinois, Dannis Vance of Nebraska, Eugene Presswood of Iowa, John Bingham of New Jersey, Anthony Wherry of Alabama, Ricky Fuller of Alabama, Bernard Floyd of Georgia, Antonio Cook of Georgia, Robert Ryan of Mill Neck, Willie Forest of Illinois, Larry Bostelman of Ohio, Durston Winesburg, of Virginia,

John Sandoval of Berkeley, Andy Helm of Washington, Navarro Davidson of Wisconsin, Darrell Shaw of Texas, Mike Aubry of Illinois, Walter Ripley of Kansas, Oscar Hamilton of Kentucky, and Daryl Wetzel of Austine. And 22 of those cagers hit more than 1,000 carrier points.

TRACK AND FIELD

100—Curtis Garner, Mississippi, 9.6
220—Ron Odom, New York, 21.6, and Curtis Garner, 21.8
440—Leo Bond II, Minnesota and Drexel Lawson, North Dakota, 48.4, and Gary Washington, Colorado, 48.9
880—Robert Mahon, Florida, 1:58.4
Mile—Steve McCalley, Idaho, 4:26.2, Brian Armstrong, Oregon, 4:25.3
Two Mile—Steve McCalley, Idaho, 9:21.5
120 HH—Ronald Chrisolm, New Jersey, 14.7
180 LH—Arlan Howard, Oregon, 19.7 and Dawyne Davis, Arkansas, 19.9
330 IH—Donald Scott, South Carolina, 39.3

High Jump—Willie Wooten, Georgia, 6-7; Willie Green, Kansas, 6-5½; Antonio Cook, Georgia, 6-5; Ernest Covington, Mich., 6-5.

Long Jump—Robert Milton, South Carolina, 23-1¼

Triple Jump—Robert Milton, South Carolina 47-2½
Pole Vault—Joey Manning, Florida, 13-9; Lyle Grate, South Dakota, 13-6.
Discus—Joey Manning, Florida, 159-10
Shot Put—Dan Fitzpatrick, Illinois, 55-0
Javelin—John Och, Washington, 188-6
Hammer—Anthony Strakaluse, Rhode Island, 209-10

How about All-American teams of deaf prep schools in girls sports? Why not?

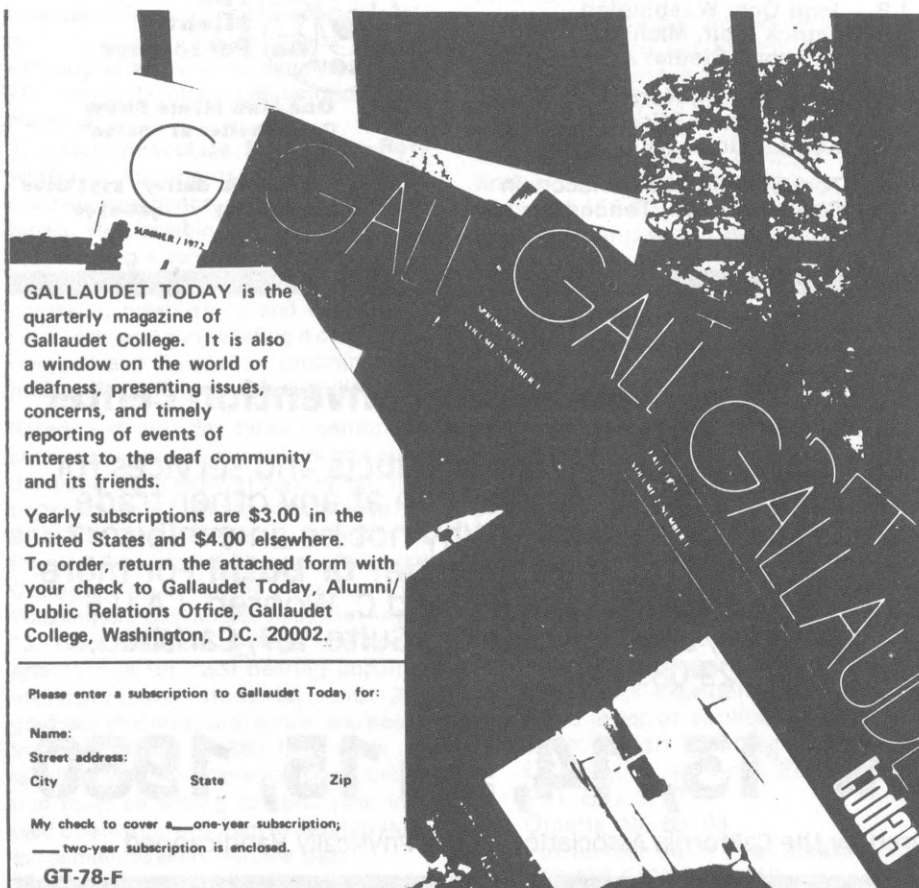
GIRLS BASKETBALL

F—Renee Fields, Florida
F—Anita Lockhart, Mississippi
F—Joyce Houghton, Florida
F—Sara Wummer, Mt. Airy
C—Cariline Newsome, Model
C—Bonnie Bodnar, Colorado
C—Susan Vargo, New Jersey
G—Sharon Kelley, Maryland/Model
G—Karen Reid, South Carolina
G—Jacqueline Deane, Austine
G—Bobbi Mitchell, North Carolina

Others deserve mention: Vicki Marlow, Indiana; Jo-Ann O'Neill, Boston/Rhode Island; Loel Losert, Rome; Kelly Powell, Virginia/Model; Maria Morrongiello, New Jersey; Joyce Grubb, Kentucky; Donna Fine, Oklahoma; Jeanne Johnston, Mt. Airy; Pam Gage, Washington; Jeanne and Joyce Murphy, Rome; Paulette Price, Lexington; Angelia Kuehn, Minnesota; Scarlet Byers, Arizona; Felice Pyser, Model; Dyphine Wright, North Carolina, and Oliva Chambers, Georgia.

GIRLS TRACK AND FIELD

100—Linda Shell, Mississippi, 11.0, and Stella Stephens, South Carolina, 11.2
220—Suzy Barker, Texas, 26.1; Renonia Fowler Greer, Tennessee, 26.1; Bobbie Downing, Indiana, 26.1, and Suzanna Mayes, Kentucky, 26.4.
440—Stella Stephens, South Carolina, 59.6
880—Rhonda Dyer, Missouri, 2:29.2
Mile—Joni Hoover, Oregon, 5:32.2
Two Mile—Mary Randolph, Florida, 12:58.7
100 Hurdles—Suzy Barker, Texas, 14.7, and Donna Fine, Oklahoma, 14.9
High Jump—Camelia Lange, Florida, 5-1¼; Annie Taylor, Tennessee, 5-1; Shelia James, Georgia, 5-1.
Long Jump—Renonia Fowler Greer, Tennessee, 18-8¼
Shot Put—Gwendolyn Jones, Texas, 40-2¼
Discus—Gerry Turner, Georgia, 116-3; Charlita Jones, Washington, 112-1½, and Gwendolyn Jones, Texas, 111-9½
Javelin—Julie Olney, Michigan, 142-1



GALLAUDET TODAY is the quarterly magazine of Gallaudet College. It is also a window on the world of deafness, presenting issues, concerns, and timely reporting of events of interest to the deaf community and its friends.

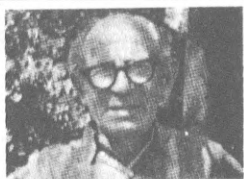
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Harry Belsky's Scrapbook

DEAF MUTISM

Dr. Gallaudet, president of the Deaf and Dumb College, Washington, when before the Royal Commission, gave as his evidence: "The sign and gesture language was in no respects inferior, but in many respects superior, to articulate speech, as a means of communicating ideas, when their whole lives were taken into account in the facility it affords for free and unrestrained intercourse."—*The Light of Modern Science*, 1894.

* * *

CIVIL AND CRIMINAL RESPONSIBILITY

A somewhat similar case in Missouri recently. A partially educated deaf mute named Simmons, when charged with horse stealing, said that man from whom he had taken the horse owed him money and had refused to pay him though he had repeatedly tried to get that was due him for labor. He had taken the horse thinking thereby he would get what was due him. Though he should have known it might happen that he did not. If his previous record was blameless the average jury would be inclined to show leniency.—*The Legal Status of the Deaf*, A. C. Gaw; D.C.L., 1907.

* * *

A DEAF AND DUMB OPERATOR

At Sedalia, Mo., there is said to be a telegraph operator who is deaf and dumb. He receives messages by placing his head against the instrument at which he is working so as to feel its motion.—*The Weekly News*, Berkeley, California, 1893.

* * *

It is often stated that deaf people are not the only persons using a sign language. Steel mill workers in Chicago, accused of being misanthropic husbands, were found to be stricken dumb. Says the daily paper, "The terrific clangor that goes on inside of the mills is what makes these men dumb to a certain extent. When a man first enters the mills, he shouts his lungs out, trying to make his neighbors comprehend. Within a month he adopts a sign code and after that he has very little use for speech."

This is not hard to believe for here in the Pacific Northwest where sawmills abound we have seen the sawers and others talking in a sign code that we did

not understand.—*The Silent Worker*, 1909.

* * *

FITTING INTO A SILENT WORLD

The average pianist does not practice on a dumb piano. Do not choose to delude the deaf child into playing an instrument which to him is silent; of course, the pressure from some parents, who want their children to appear as if they were exactly like other children, is great. If the highest one may give any man is to say in his obituary that he was an honest man, this is doubly true for an educator. Such an honest educator was Dr. J. Schuyler Long, whom death recently took from the principalship of the Iowa School for the Deaf. He became three-fourths deaf at the age of twelve, from meningitis, and totally deaf at sixteen. He received a musical education before sickness attacked his hearing. This is what he says in his autobiography. "It was when I began to miss the music I loved so much, that my deafness was no longer a joke, for I had learned to play and sing and now all this was ended. For a long time this loss of music was the hardest part of it. I watch the fingers of the player, but no sound comes to me. It is all hollow mockery and empty motion."

Here is a man who knows music well from hearing and playing and then becomes totally deaf, and what is at the same time honest and an experienced educator. He calls it hollow mockery to pretend that the mere mechanics of playing can be a substitute for hearing what is played, can become a vicarious enjoyment of music. Let us not make children who are congenitally deaf victims of such a mockery by teaching them to play the piano.—*Deaf Mute Journal*, 1934.

* * *

DEAF AS A FISH

Mr. A. Gray, aural surgeon of Glasgow, lecturing at the Royal Institution yesterday, said he concluded that fish had no sense of hearing at all, but they might have a "simple audition," a sense of shock, possibly of throbbing. When the Welsh miner went poaching for fish he took a heavy hammer, went to a pool, and struck a rock in the water. Fish would then come to the surface, being stunned by the blow on the rock, and the poacher would collect them. That was probably due to the violent concus-

sion of the nerve structure of the inner ear.—*The British Deaf Times*, 1980.

* * *

ON A TOOT

At a gay party one of the guests, watching me wave my pad and pencil, said: "Are you waiting for my dinner order?" "Of course," I laughed, and then spread the remark, so that everyone was laughing affectionately. In some such way, a pad and pencil can become a badge. People do not mind putting down their glasses to write a word or so where jollity is on the march.

When I could still hear a bit on the telephone, I called up Dorothy, who said she had been in New York because of a tooth. I thought she said "On a Toot," so rejoined with enthusiasm. "Oh, how nice, I am so glad."—*Your Deafness is Not You*, by G.E.B. Murphy, 1954.

* * *

When Thomas Edison invented the phonograph, he was almost totally deaf.

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and

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Church of Christ

**ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville,
Md. 20850**

Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

**HUBER HEIGHTS CHURCH OF CHRIST
4925 Fishburg Rd., Dayton, Ohio 45424**
Signed Bible Classes and Worship Services
Bible Classes-Sunday 9:30 a.m.; Wednesday 7:30
p.m.; Worship Services-Sunday 10:30 a.m. and 6:00
p.m.

FAITH CHURCH

A United Church of Christ
23W371 Armitage Ave., Glen Ellyn, Ill. 60137
Service at 10:30 each Sunday
Minister: Rev. Gerald W. Rees

When in Idaho, visit...

**TWIN FALLS CHURCH OF CHRIST
2002 Filer Avenue East, Twin Falls, Idaho**
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

**ECHO MEADOWS CHURCH OF CHRIST
2905 Starr Ave., Oregon, Ohio 43616**
Adjacent to Toledo on Eastside. Get off I-280 at Starr
Avenue exit—approx. 2 mi. straight east.
Bellamy H. Perkins, Deaf Minister
Three Hearing Interpreters
Funerals, weddings, counseling, Minister available
for services in your town. Deaf chapel separate from
hearing. Minister available to help you.
Visitors warmly welcome.

When in Rockford, Illinois, welcome to

**CALVARY CHURCH OF CHRIST
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A non-denominational Christian Church. Signed
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services, 10 a.m., 7 p.m.

ALL SAINT'S MISSION FOR THE DEAF

Cathedral of the Incarnation
36 Cathedral Ave., Garden City, N.Y. 11530
Communion service and fellowship, Cathedral Hall
Chapel, every 4th Sunday, 3 p.m. Interpreted morn-
ing services—Feast Days. July and August third
Sundays—Cathedral.

In Los Angeles area, worship at...

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5950 Heliotrope Circle
Maywood, California 90270**
Sunday class 9:30 a.m.; Worship service 10:30 a.m.,
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Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity
Worship, 11:00; Evening Service, 7:00

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145 Fifth Avenue, North, Nashville, TN,
37219**
Bible study, 9:45 a.m.; worship, 10:50 a.m. and 6
p.m. Wednesday Bible study, 7:30 p.m.
Frank Rushing, Deaf Minister
Office (615) 255-3807—Home (615) 361-0530,
Both TTY or Voice
"Promoting Christianity Among the Deaf"

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3325 S. 11th St., Abilene, TX 79605**
Sunday morning worship, 9:00 a.m. (signing and
oral); evening worship services interpreted, 6:00
p.m. Ministers: Ross Blasingame, Jerry Drennan;
interpreter training, Doug Svien; Dwight
Caughfield, director.

Episcopal

**CENTRAL PENNA. EPISCOPAL DEAF
MISSIONS**

St. Mary's Mission, 2nd at Broad Sts., Waynesboro,
PA. Services: 1st & 3rd Sundays 9:15 a.m.

All Saints Mission, Clearview Rd., at McCosh St.,
Hanover, PA. Services: 1st & 3rd Sundays 3:30 p.m.

St. John's Mission, 140 N. Beaver St., York, PA.
Services: 2nd & 4th Sundays 9:00 a.m.

Christ Church Mission, 4th & Mulberry Sts., Wil-
liamsport, PA. Services: 2nd & 4th Sundays 3:30
p.m.

The Rev. Robert H. Grindrod, Vicar
504 W. Hanover St.
Hanover, PA. 17331
717-632-0328 TTY (or Voice)

ST. JUDE'S MISSION OF THE DEAF

**St. Michael's Church
Killeen Park, Colonie, New York**
Each 2nd and 4th Sunday
2:00 p.m.

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Classes. All Sacraments available in Total Com-
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Wm. R. Newby, AHC

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Cleveland, Ohio**
Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

**THE EPISCOPAL CONFERENCE OF THE
DEAF IN THE UNITED STATES**

Welcomes you to worship with us at any of our 75
churches across the nation.

For information or location of the church nearest
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**The Ven. Camille Desmarais, President
2201 Cedar Crest Drive
Birmingham, Alabama 35214**

or
**The Rev. Robert H. Grindrod, Secretary
504 West Hanover Street
Hanover, Pennsylvania 17331**

**ST. MARK'S EPISCOPAL
MISSION FOR THE DEAF**

Second Sunday each month, 7:00 p.m., at the Epis-
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Fort Lauderdale, Florida 33334**

The Reverend Charles Folsom-Jones, Pastor
TTY 305-563-4508

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ST. MARK'S EPISCOPAL
1160 Lincoln St., Denver, Colorado
Tel. 534-8678**

Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf
in the United States

**ST. ANN'S CHURCH FOR THE DEAF
Episcopal**

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Services 11:30 a.m. every Sunday
The Rev. Columba Gilliss, OSH
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New York, N.Y. 10003
In care of St. George's Church

**ALL SOULS' CHURCH FOR THE DEAF
Philadelphia, Pa.**

The Rev. Roger Pickering, Vicar

When in historic Philadelphia, a warm welcome to
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Richmond, Virginia 23219**

Services at 10:00 a.m. every Sunday. Voice and TTY
(804) 643-3589.

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Special ministry for hearing-impaired visitors to
Colonial Williamsburg, Busch Gardens and nearby
vacation sites. 24-Hour voice and TTY (804) 253-
0797.

The Rev. David J. Tetrault, Vicar with the Deaf

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OF THE DEAF**

**St. Mark's & St. John's Episcopal Church
1245 Culver Road (South of Empire Blvd.)
Rochester, New York 14609**
Services 9 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

ST. BARNABAS' MISSION TO THE DEAF

**St. John's Church-St. Mary's Chapel
6701 Wisconsin Ave., Chevy Chase, MD 20015**
Services every Sunday, 10:00 a.m.
For information, contact Barbara Stevens,
TTY 301-439-3856

Lutheran

**HOLY THREE-IN-ONE
LUTHERAN CHURCH OF THE DEAF
4411 La Branch, Houston, TX 77004**

Worship every Sunday 10:45 a.m.; Sunday School
9:30 a.m.

Rev. Robert D. Case, Pastor
TTY: 526-6134 & 921-6456

In Seattle, visit us at

**OUR REDEEMER LUTHERAN CHURCH
FOR THE DEAF
John St. & Dexter Ave., Seattle, WA**
(Denny Park Annex) Worship at 11 a.m.
Rev. William A. Ludwig, TTY 524-2283
Mr. Richard French, 935-2920 & 622-6941

Welcome to...

**HOPE LUTHERAN CHURCH OF THE DEAF
4936 N.E. Skidmore, Portland, OR 97218**

Bible Class every Sunday, 9:30 a.m.; worship every
Sunday, 10:30 a.m. Hope is located two blocks south
of N.E. Prescott, between N.E. Fremont and N.E.
Prescott on 49th Ave. Church office 503-284-1014
voice or TTY. Rev. Shirrel Petzoldt, Pastor, 503-
256-9598, voice or TTY. Mr. Mark Schoepp, D.C.E.
503-236-8516, voice or TTY.

**OUR SAVIOR LUTHERAN CHURCH
OF THE DEAF**

Meeting in the Gloria Dei Chapel of the
Lutheran School for the Deaf
6861 E. Nevada, Detroit, Mich. 48234
Worship at 10:30 every Sunday
(9:00 a.m., June, July, August)
Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

When in Minneapolis, welcome to...

**BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF**

**2901 38th Avenue South
Minneapolis, Minnesota 55406**
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .

EMMANUEL LUTHERAN CHURCH
2822 E. Floradora, Fresno, Calif. 93703
S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday; Bible Class, 9:15 a.m.; Worship Service,
10:30 a.m. (interpreted).
Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
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OF THE DEAF

421 W. 145 St., N.Y., N.Y. 10031
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Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

Visiting New York "Fun" City?
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OF THE DEAF
41-01 75th St., Elmhurst (Queens), N.Y. 11373

11:00 a.m. Sunday Worship (10:00 a.m. June-July-August)
Rev. Frederick Anson, Pastor
212-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

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4936 N.E. Skidmore, Portland, OR. 97218
Worship every Sunday at 9:30 a.m.
One block south of Prescott on 47th
503-256-9598, Voice or TTY
Rev. Shirrel Petzoldt, Pastor

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Indianapolis, Indiana 46205
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Total Communication Services.
Pastor Marlow J. Olson
TTY & Voice (317) 283-2623

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Worship every Sunday, 11:00 a.m.
Walter Uhlig, pastor, Phone 561-9030

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FOR THE DEAF
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Just west of Rodeway Inn, Jefferson Ave.
Worship every Sunday, 10:30 a.m.
TTY (314) 725-8349
Rev. Martin A. Hewitt, pastor

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FOR THE DEAF

205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Wm. Lange, pastor
TTY 644-2365, 644-9804
Home 724-4097

When in Central Texas, be sure to visit at . . .

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1307 Newton Ave., Austin, TX 78704
Worship every Sunday at 10:30 a.m.; Sunday School during school year at 9:30 a.m.
Rev. Richard Reinap, Pastor
TTY and voice (512) 422-1715; home TTY and voice (512) 441-1636.
Just across the street from TSD.

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2447 East Bay Drive, Clearwater, Florida
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A church of the deaf, for the deaf, by the deaf. Our services are conducted in sign language by the pastors. Services every Sunday, 11:00 a.m. TTY and Voice—531-2761.
Rev. Frank Wagenknecht, pastor; Rev. Glen Borhart, asst. pastor

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15000 N.W. 27th Ave., Miami, Florida 33504

Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

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Worship Service 11:00 A.M.
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Paul G. Consoer, lay minister

In North New Jersey meet friends at
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CHURCH FOR THE DEAF
510 Parker St. at Ballantine Pkwy.
Newark, N.J. 07104

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Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

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OF GREATER HARTFORD

679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fellowship Guild, 4th Thursday at 7:00 p.m.

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74 Federal St., New London, Conn.

Services: 2nd, 3rd, and 4th Sundays at 10:00 a.m.; Fellowship Guild, 1st Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
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Services: 1st, 2nd, and 3rd Sunday at 2:00 p.m.; Fellowship Guild, 4th Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
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TTY (and voice) (203) 561-1144

United Methodist

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OF THE DEAF

1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
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A place of worship and a place of service.
All are welcome.

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Pastor Edward Vaught
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CHURCH FOR THE DEAF

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Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.
Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning worship, 11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

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HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa Street, Honolulu, Hawaii 96815

Sunday School 9:15 a.m.; Worship 10:30 a.m. Wed.
Bible Study and Fri. Fellowship 7:00 p.m. Children's
weekday religious education classes
Rev. David Schiewek, pastor
For information call 732-0120

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OF THE DEAF

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Sunday School 9:45 a.m.—Worship 11:00 a.m. and 7:00 p.m.

Wednesday Bible study and prayer 7:00 p.m.
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Free Captioned Movie, 7:00, third Friday

LRAID
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9005 Lew Dr., Little Rock, Ark. 72209

TTY (501) 565-4374
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Pastor, John W. Stallings, Jr.
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Worship Service, 10:30 a.m.
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THE DEAF HEAR (Nationwide)
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Meets in First Christian Church building
each Sunday.

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Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

RELIGIOUS EDUCATION OFFICE
430 N. Center St., Joliet, Ill. 69435

Contact: Deacon Jim Monahan,
TTY 815-727-6411
All in Joliet area welcome to signed Mass Service at 10:45 a.m., 3rd Sunday, September through June.

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Services held every fourth Sunday of the month except July and August at 3:00 p.m.
An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public Relations

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OF LOS ANGELES

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Interdenominational
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Salem, Oregon 97303

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Voice/MCM (503) 581-1874
Sunday School 9:45 a.m.; worship 11:00 a.m. We are a cooperative ministry for the deaf by the churches of Salem. We welcome you to study, worship and fellowship with us.

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Rev. C. Ray Roush, Chairman
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 2nd Saturday of each month, 7:30 p.m.
 Address all mail to:
 Mrs. Norma L. Williams, secretary
 727 Palani Avenue, Apt. No. 6
 Honolulu, Hawaii 96816

When in Houston, you are welcome
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HOUSTON ASSOCIATION OF THE
DEAF, INC.
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 Open Friday and Saturday evenings

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121 S. 8th St., Allentown, Pa. 18101
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 Nelson C. Boyer, secretary

LRAD
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 Mailing address: 405 Robert Ave., Rockford, Ill.
 61107

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 The Greatest and Oldest Club of the Deaf
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 Why not visit us? You will like us. Socials every 1st
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5011 Nebraska Ave., Tampa, Florida 33603
 Open every 2nd Friday night.

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 (Since 1914)
Meets at 1223 S. Vermont Ave., Los Angeles,
Calif. 90006.
 Third Thursday of each month, 10:00 a.m.
 Augusta Lorenz, corresponding secretary
 7812 Borson St., Downey, Calif. 90242

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MEMORIAL HALL
1824 Marshall Ave., St. Paul, Minn. 55104
 The nation's finest social club for the deaf
 Established 1916

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Community Hall, 4851 S. Tacoma Way
Tacoma, Washington
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 from February. Meetings every other month from
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 Dorothy Hohey, Secretary

When in York, Pa., welcome to
THE YORK ASSOCIATION OF
THE DEAF, INC.
208 N. George St. York, Pa. 17401
 Open Wed., Fri., Sat. evenings
 Socials on 2nd and 4th Saturdays
 of month.
 Business meeting on 2nd Friday of month
 Samuel D. Shultz, Secretary

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Hotel Edison, 226 W. 47th St.
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 Open noon to midnight
 Thurs., Fri., Sat., Sun., holidays
 Irving Alpert, president
 Henry Roth, vice president
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"OUR WAY"
 To strengthen Jewish education and
 observance amongst the Jewish deaf
National Conference of Synagogue Youth
 116 E. 27th St., New York, N.Y. 10016

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33162
 Open first and third Saturday of
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 Secretary: Eleanor Struble

National Congress of Jewish Deaf

Alvin Klugman, President
 3023 Oakhurst Avenue
 Los Angeles, California 90034
Kenneth Rothschild, Secretary-Treasurer
 6 Overlook Drive
 Sloatsburg, New York 10974
Alexander Fleischman, Executive Director
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Granit Hotel & Country Club, Kerhonkson,
New York
August 17-24

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Send orders to The Editor, THE DEAF AMERICAN, 6374 Kingswood Dr.,
 Indianapolis, Indiana 46256.



A Century of Deaf Awareness

NAD Centennial Convention

Cincinnati, Ohio

June 29-July 5, 1980



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REGISTRATION

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| Event/Item | Price List | (✓) |
|-------------------------------|------------|-------|
| Program Book | \$ 10.00 | _____ |
| Registration Fee ¹ | | |
| Member | 10.00 | _____ |
| Student 5.00 | | _____ |
| Non-member 25.00 | | _____ |
| Grand Parade | 5.00 | _____ |
| *Reception | 15.00 | _____ |
| *"The Way It Was" Rally | 10.00 | _____ |
| NTD/2 Workshops | 18.00 | _____ |
| Centennial Lunch | 15.00 | _____ |
| "Tales from a Clubroom" | 10.00 | _____ |
| *Boat Ride | 20.00 | _____ |
| Pageant/BANQUET | 27.00 | _____ |
| Grand Ball | 15.00 | _____ |
| Total Individual Cost | \$155.00 | |
| Combo Ticket (Regular) | 125.00 | _____ |

Fill out this form and send it to us
HURRY, WE'RE FILLING UP FAST!
Stouffer's Cincinnati Towers

| | |
|---|------------------|
| Single Occupancy | Double Occupancy |
| \$35.00 | \$41.00 |
| \$5.00 additional for each person over 17 | |

| | | | |
|-------------------|-----------------|-------|-------------------|
| No. of Persons | Arrival Date | Time | Departure Date |
| _____ | _____ | _____ | _____ |

Do you wish to guarantee this reservation?
☐ Yes ☐ No

All suite requests should be forwarded to:
NAD BRANCH OFFICE
445 N. Pennsylvania, Suite 804
Indianapolis, Indiana 46204

* = includes food

SEND NO CASH!
Make checks payable to:
1980 NAD Convention
Send to branch office.

- BONUS OFFERING: 1. Exhibit drawing card for more prizes
2. Combo number drawing/prize

Enclosed is \$ _____ (check or money order) for _____ Combos or _____ single tickets and _____ dues (if any)

¹You must be a member of at least one of the above organizations to qualify for the \$10.00 registration fee. If you are not a member of any of the above organizations, you will be considered a "Non-member" and must pay the \$25.00 non-member fee.

The Jr. NAD group is for elementary or secondary students, and their registration fee is \$5.00. Sorry, no adults.

The registration fee for students who are in elementary or secondary programs is \$5.00.

(Send in entire form with check)